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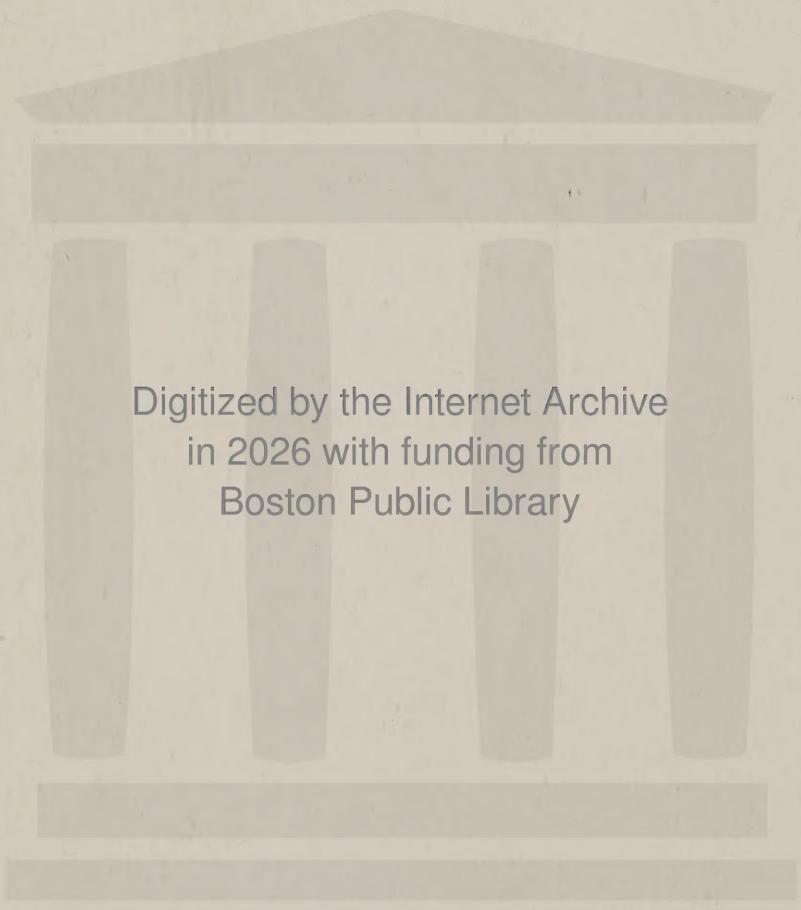
EMERSON COLLEGE

1939-1940

BOSTON · MASSACHUSETTS



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ANNUAL CATALOGUE

EMERSON COLLEGE

Coeducational

LIBERAL ARTS INSTRUCTION
EMPHASIZING SPEECH, LITERATURE, DRAMA,
AND ALLIED SUBJECTS.

FOUNDED 1880

Beacon and Berkeley Streets
BOSTON, MASSACHUSETTS

1939-1940

1939

JULY						
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1940

JANUARY						
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JULY						
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AUGUST						
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SEPTEMBER						
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College Calendar

1939-'40

July	5	Opening of 1939 Summer Session.
August	11	Summer Session ends.

FIRST SEMESTER

September	23	Registration day for freshmen.
	25	Registration day for upper-classmen.
	26	Classes begin, 9:00 a.m.
October	2	Opening of evening courses.
	10	Opening of Southwick Recital Course.
	12	Columbus Day—Holiday.
	26	Meeting of the Board of Trustees.
November	11	Armistice Day—Holiday.
	28	Thirty-first Revival, Old English Drama.
	29	Founder's Day exercises.
	29	Thanksgiving Day recess begins, 5:00 p.m.
December	4	Classes begin, 9:00 a.m.
	20	Winter recess begins, 5:00 p.m.
January	3	Winter recess ends, 9:00 a.m.
	24	Reading period begins, 5:00 p.m.
	29	Mid-year examinations begin, 9:00 a.m.
February	3	First semester ends, 1:00 p.m.

SECOND SEMESTER

February	5	Registration day.
	6	Classes begin, 9:00 a.m.
	19	Junior Week opens.
	22	Washington's Birthday—Holiday.
	29	Meeting of the Board of Trustees.
March	15	Spring recess begins, 5:00 p.m.
	27	Spring recess ends, 9:00 a.m.
April	19	Patriot's Day—Holiday.
May	25	Reading period for seniors begins, 9:00 a.m.
	29	Cap and Gown Day.
	29	Senior examinations begin, 9:00 a.m.
	30	Memorial Day—Holiday.
June	3	Reading period begins, 9:00 a.m.
	3	Senior examinations end, 5:00 p.m.
	5	Final examinations begin, 9:00 a.m.
	6	Meeting of the Board of Incorporators.
	6	Meeting of the Board of Trustees.
	8	Opening of sixtieth Commencement.
		Alumni Association meeting, 10:00 a.m.
		Alumni Luncheon, 12:30 p.m.
		Commencement Play, 8:15 p.m.
	9	Baccalaureate Service, 11:00 a.m.
		Senior Recital-Tea, 3:15 p.m.
	10	Commencement Exercises, 8:00 p.m.
	11	Second semester ends, 5:00 p.m.

1940-'41

July	6	Opening of 1940 Summer Session.
September	21	Opening of 1940-'41 school year.

Board of Trustees

Terms expire 1944:

ARTHUR G. CARVER, LL.B., Auburndale
WILLIAM T. CHASE, A.B., Newton Centre
DIDRIK C. TRONDSEN, Schuylerville, N. Y.

Term expires 1943:

MRS. WILLIAM VANAMEE, New York, N. Y.

Terms expire 1942:

EDWARD HOWARD GRIGGS, L.H.D., LL.D.
Croton-on-Hudson, N. Y.
ALLAN A. STOCKDALE, D.D., New York, N. Y.
MRS. HENRY LAWRENCE SOUTHWICK, B.L.I., Boston

Terms expire 1941:

HARRY SEYMOUR ROSS, M.A., Boston
PHILIP YOUNG, A.B., Boston
MRS. ROBERT T. BUSHNELL, B.L.I., West Newton

Terms expire 1940:

RUSSELL HENRY STAFFORD, D.D.
Chairman of the Board, Boston
WILLIAM HOWLAND KENNEY
Clerk of the Board, Leominster
COL. DANA T. GALLUP, A.M., LL.B., Cambridge

Terms expire 1939:

WILLIAM J. CUNNINGHAM, A.M., Cambridge
ALLAN FORBES, A.B., Dedham
WALTER R. MANSFIELD, A.B., M.D., Cohasset

Standing Committees of Trustees

INSTRUCTION—The PRESIDENT, *ex officio,* Dr. MANSFIELD, Dr. STAFFORD.
AUDITING—Mr. CUNNINGHAM, Mr. CHASE, Mr. YOUNG.
FINANCE—The PRESIDENT, *ex officio,* The TREASURER, Mr. CHASE, Mr. CUNNINGHAM, Dr. MANSFIELD.
BUILDINGS—The PRESIDENT, *ex officio,* The TREASURER, The CLERK of the BOARD.
ENDOWMENT—The PRESIDENT, The TREASURER, Mrs. BUSHNELL.

LYBRAND, ROSS BROTHERS and MONTGOMERY, *Auditors.*

Administrative Staff

HARRY SEYMOUR ROSS, A.M. ..... *President*
HOWARD HIGGINS, A.M. ..... *Dean*
NETTIE H. CHIPMAN, A.M. ..... *Registrar**
ADELE D. LEVILLAIN, B.L.I. ..... *Assistant Registrar*
DANA T. GALLUP, A.M., LL.B. ..... *Treasurer*
HELEN DONOVAN ..... *Bursar*
JESSIE ELDRIDGE SOUTHWICK ..... *Preceptress*
ELIZABETH M. ROGERS ..... *Associate Preceptress*
JAMES HODGES PERKINS, A.B., B.D. ..... *Chaplain*
ROWLAND GRAY-SMITH, PH.D. ..... *Associate Chaplain*
WALTER R. MANSFIELD, M.D. ..... *Medical Adviser*
MARJORIE KNAPP, A.B. ..... *Librarian*
GROVER C. SHAW, M.ED. ..... *Director of Summer Session*
GRACE BENNETT ANDREW ..... *Director of Dormitories*
BEATRICE PRAY ..... *Dietitian*
SANDS CHIPMAN ..... *Publicity and Publications*
PHYLLIS HUMPHREY ..... *Secretary*
LOUISE PELLEGRINO ..... *Secretary*
RUTH COLBY, A.B. ..... *Secretary*
CARL H. BATCHELDER ..... *Superintendent of Buildings*

Committees of The Faculty

SECRETARY OF THE FACULTY—MRS. LEVILLAIN.

FRESHMAN ADVISERS—DR. MCKINLEY, MISS WILEY, MR. SHAW, MRS. DUBURON, MR. CONNOR, MRS. MAXFIELD, MISS HAMILTON.

PUBLIC PRODUCTIONS—MRS. LEVILLAIN, MRS. KAY, MRS. DUBURON *(Chairman)*, MISS RIDDELL, MR. SHAW, MR. CONNOR, MR. WADE.

COMMENCEMENT—MRS. KAY, MR. SHAW, MR. CONNOR *(Chairman)*, MR. WADE.

CURRICULUM—THE PRESIDENT, THE DEAN, THE REGISTRAR.

HONORS, PRIZES, SCHOLARSHIPS—THE PRESIDENT, THE DEAN, THE REGISTRAR, THE BURSAR, AND THE CLERK OF THE TRUSTEES.

ADMISSIONS—THE DEAN, THE REGISTRAR, DR. MCKINLEY.

DORMITORY—THE DEAN, MRS. ANDREW, MISS PRAY.

SOUTHWICK RECITAL COURSE — THE PRESIDENT, MRS. SOUTHWICK, MR. CONNOR.

VOCATIONAL COUNSEL—THE DEAN, THE REGISTRAR, DR. MCKINLEY.

FUNCTIONS—DR. PARKHURST, DR. GRAY-SMITH, MRS ANDREW, MISS HAMILTON *(Chairman)*.

*Resignation effective on June 30, 1939.

Faculty of Instruction

1938-39

HARRY SEYMOUR ROSS, A.M.
President

HOWARD H. HIGGINS, A.M.
Dean; Professor of Education

JESSIE ELDRIDGE SOUTHWICK, B.L.I.
Professor Emeritus of Literary Interpretation

WILLIAM HOWLAND KENNEY
Professor of Speech

GERTRUDE BINLEY KAY
Professor of Drama

S. JUSTUS McKINLEY, Ph.D.
Professor of History and Social Science

SAMUEL D. ROBBINS, A.M.
Professor of Psychology

DOROTHY PARKHURST, Ph.D.
Professor of Romance Languages

ROWLAND GRAY-SMITH, Ph.D.
Professor of Philosophy

MARGARET WILEY, A.M.
Professor of English

ELSIE RUTHERFORD RIDDELL, B.S. in Ed.
Associate Professor of Physical Education for Women

GROVER C. SHAW, M.Ed.
Associate Professor of Speech; Director of Summer Session

ETHEL BAILEY DuBURON, A.M.
Associate Professor of Speech

JOSEPH E. CONNOR, B.L.I.
Assistant Professor of Speech

ADELE DOWLING LEVILLAIN, B.L.I.
Assistant Professor of Drama

RUTH SOUTHWICK MAXFIELD, B.L.I.
Assistant Professor of English

AGNES KNOX BLACK
Instructor in English

ROBERT HOWES BURNHAM, B.L.I.
Instructor in Drama

SANDS CHIPMAN
Instructor in English

ARTHUR F. EDES
Instructor in Speech

*GEORGE DEMETER, A.B., LL.B.
Instructor in History and Social Science

GEORGE BRINTON BEAL
Instructor in Drama

ALLEE HAMILTON, B.L.I., A.B.
Instructor in Drama and Physical Education

ROGER WHEELER
Instructor in Drama

ROBERT J. WADE
Instructor in Drama

LORENTZ HANSEN, Ph.D.
Instructor in Education

NATHANIEL SHEFFIELD, A.M.
Instructor in Psychology

PHILLIPS ENDECOTT OSGOOD, D.D., L.H.D.
Lecturer in Biblical History

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*On leave of absence.

The Emerson Plan

The Emerson Plan is based upon the belief that education is not of the intellect alone but of the whole personality. Although formal education is designed to prepare for richer and more useful living, the conventional college program has too often failed to improve personality and usefulness. A man who has a college education is a better man if he can use it.

Emerson College has instituted a plan of study leading to the degree of Bachelor of Arts which places emphasis upon the development of effective speech. Effective speech includes not merely proficiency in the mechanics of speaking but the ability to function efficiently in one's professional and social environment.

A candidate for the Bachelor of Arts degree who takes a major in speech or drama at Emerson College receives much the same background in the usual liberal arts subjects (except in the physical sciences) that he would receive in any good liberal arts college. For majors in speech or drama, Emerson differs from the usual liberal arts college, however, in two respects: (1) The offerings at Emerson College in speech and drama are far more extensive; and (2) Emerson College follows the policy of engaging as speech and drama instructors those who have excelled in doing professionally the things which they teach. This professional experience on the part of teachers tends to eliminate the pedantic and to emphasize the practical in their instruction.

Students whose prospective professional careers might make it advisable to specialize to a greater extent in the speech or drama fields than the Bachelor of Arts curriculum permits, may do so by working toward the Bachelor of Literary Interpretation degree. Such students also receive a rich background in those humanities which have an evident relationship to their field of concentrated study.

Students whose backgrounds and abilities warrant it, and who find it necessary to specialize exclusively in certain limited fields, may do so by enrolling as special students.

Special students who complete satisfactorily a two-year course in speech or drama may be awarded a "Certificate of Proficiency."

Students may major at Emerson College in speech, drama, English, modern languages, or in social sciences, with minors in any of those departments and in education, philosophy, physical education, or psychology.

Emerson College is unique in its appeal to those who wish a general education with emphasis on the development of latent creative or expressive abilities.

Degrees

Emerson College offers (1) a course of undergraduate instruction leading to the degree of Bachelor of Arts; and (2) the professional degree of Bachelor of Literary Interpretation, also representing four years of college study.

Special Students and Courses

Applicants who, instead of taking the regular prescribed courses for graduation, desire to pursue elective studies as special students will be required to give satisfactory evidence that they are qualified to sustain themselves in the classes which they desire to enter, and that they have attained a grade of scholarship equal to the average standing of the regular students in those classes.

Special Course in Drama

Students of special abilities who desire intensive training for one or two years in acting, directing, little theater work, community dramatics, stage design, may be accepted without reference to requirements for the degree. Courses listed in the Drama Department will be found on pages 32-35. These students will make up a special program of studies with the advice of the Registrar. Such students

must demonstrate ability to keep up to the standards of each class.

In addition to courses listed in the Drama Department certain fundamental and supplementary work in other departments may be recommended.

Special Course in Radio

For the benefit of students desiring to prepare directly for some phase of radio work, a special one year program is offered.

The course will include improvement of the speaking voice, and voice recordings, with particular attention to radio needs; intensive courses in public speaking and interpretation; special work in radio writing and adaptation, strengthened by standard courses in English composition; training in acting to provide background for presentation of radio drama; study of problems in announcing; and a thorough exposition of the general field of radio work as it exists today, with ample facilities for microphone practice. [See Pages 27-29.]

Pre-Law Training

A special course of study is available for students who hope later to study law. The outline of studies available at Emerson College has been recommended as offering particularly valuable pre-law training.

Admission

Emerson College has given careful consideration to the type of preparation which has been found most effective for successful college work and, as a result of its findings, follows a liberal policy in relation to the content of secondary school education. Although the Committee on Admissions believes that the subject requirements as stated in this catalogue are the usual tools needed for fullest real-

ization of college opportunities, it does not base its decisions entirely upon a certificate of formal units of study.

Basing its selection of students on a combination of criteria rather than on information gained from a single standard, the Committee on Admissions requires:

(1) A transcript of credits from an accredited secondary school certifying to the equivalent of four years of work, equalling at least 15 units. A preparatory unit of credit represents at least four recitations per week for a school year of not less than 32 weeks. In New York, Regents reports take the place of this transcript. Canadian students may present reports of provincial examinations covering junior matriculation.

(2) A principal's certificate of ability, and recommendation for admission. Blanks for the certificate will be furnished by the college.

(3) Letters of character recommendation from two other persons of recognized standing.

Whenever possible, a personal interview with an officer of the college is advised. In all cases, a photograph of the candidate must be filed at the college.

Students of maturity and ability who have not fully completed high school requirements may be admitted conditioned in not more than two of the required fifteen points.

Each matriculant is required to take a medical and physical examination upon entrance. The purpose of this examination is to determine the physical needs of the student, to direct his training, and to serve as a basis for recording his progress throughout the course. Certificates from local physicians will not be accepted in lieu of this examination, which is given without charge when taken at the scheduled time.

Any student deficient in written English, irrespective of credits presented, will be required to take additional courses in composition.

Forms for application for admission will be sent upon request.

Entrance Credits

English	3 units
*Modern Foreign Language (French, German, Spanish or Italian)	2 or more
Mathematics and Science	2 or more
History	1 or more
Electives	To complete 15 units

In the case of a student presenting 4 units in Latin, or 3 in Greek, requirements of Mathematics and Science may be waived.

Only on the condition that courses in such subjects as Speech or Drama, Art, Music, Bible Study, or Commercial Science have been adequately comprehensive and of a sufficiently high academic standard may they be considered as meeting elective requirements. In such cases, no more than three units will be accepted in these five fields, and not more than one unit in any one of the fields of study enumerated in this paragraph.

Advanced Standing

FOR THE A.B. DEGREE

Students in other colleges who wish to transfer to Emerson College must have completed the entrance requirements for Emerson College.

Students transferring from other colleges must present, in addition to a statement of honorable dismissal, a complete transcript of studies, showing the time credit in each and the grade. Transfer credit is not allowed for any course in which the student has received the lowest passing grade.

A minimum of one year in resident study is required of candidates for the A.B. degree.

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*In the Modern Foreign Language field single units of study in two languages may not be counted as meeting the language requirement for entrance but may be counted in the elective group.

FOR THE B.L.I. DEGREE

Graduates of other colleges may be allowed two years credit and thus be able to complete the course in two years. This is the minimum time in which graduates of other colleges may earn the B.L.I. degree.

Students who have pursued advanced courses in speech and dramatics in professional schools of the first rank may also apply for advanced standing. In each instance the applicant is required to present acceptable credentials covering the work for which credit is asked, and may be required to submit to an examination before the Committee on Admissions.

Requirements for Graduation

The entrance requirements (See pages 13 and 14) must be met before a student is admitted to college standing and before he is allowed to undertake work leading toward the A.B. or the B.L.I. degree.

Graduation requirements include the satisfactory completion of 132 semester credit hours—an average of 33 credit hours for each of the four years, or an average of 16½ credit hours per semester. The semester credit hour represents one clock hour of class recitation per week for a semester. Each class recitation hour should involve two hours of preparation. Certain classes requiring much rehearsal time are scheduled as laboratory courses, in which for one credit hour the student attends classes two hours per week and is then required to do but one hour per week of outside preparation.

No candidate for a degree will be allowed to graduate who has not attained a grade above D or 65% in at least 88 credit hours of college work. A graduation average of C or 75% is required of degree candidates. A student who at the close of the senior year lacks for the degree not more than six elective credit hours may make up the deficiency by attendance at the Emerson summer school. A student who fails a required course must repeat the course.

A candidate for a degree must have completed at least 17 semester points in senior work, 6 hours of which must be in the major field.

Plans of Study*

FOR THE A.B. DEGREE

The student may elect a major from the following departments: Speech, English, Drama, Modern Languages, or Social Sciences. Twenty-six credit hours constitute the minimum major requirement. In addition, a related minor of 18 hours may be chosen from any department approved by the student's adviser.

Constant minimum requirements of 18 hours in English, 26 in Speech or Drama (or Speech and Drama combined), and 12 hours in one foreign language are made of all candidates for the A.B. degree.

Candidates for the A.B. degree must complete 132 credit hours, of which at least 90 must be in departments other than Speech, Drama and Physical Education. These 90 hours must be chosen from at least 5 departments, and not less than 6 credit hours above required Freshman courses must be taken in each of the 5 departments.

The following specific courses are required of all A.B. candidates:

Speech 100**	Principles of Literary Interpretation	4
English 100	English Composition	6
Soc. Sc. 101	College Life	1
Eng. 200	History of English Literature	6
Eng. 310 or 411	Major Plays of Shakespeare	6

These courses are required of women candidates for the A.B. degree:

Phy. Ed. 100	Educational Gymnastics	2
Phy. Ed. 101	Anatomy and Hygiene	3
Phy. Ed. 200 or 201	Advanced Gymnastics or Dancing	2

*A student who contemplates graduate study should make that fact known to his adviser and to the Registrar when planning his undergraduate work.

**For an explantion of the significance of course numbers, see the footnote on page 23.

FOR THE B.L.I. DEGREE

All candidates for the Bachelor of Literary Interpretation degree must major in speech and drama. A minor must be chosen from the department of English, Physical Education, Social Sciences, or Education.

Candidates for the B.L.I. degree must complete 132 credit hours, of which at least 60 must be from departments other than Speech, Drama, and Physical Education. A list of courses recommended for B.L.I. candidates taking the various minors available to them may be found in the College Life Handbook which is published each September.

The following courses are required of all candidates for the B.L.I. degree:

Freshman Year:

Speech	100	Principles of Literary Interpretation	4
English	100	English Composition	6
Soc. Sc.	101	College Life	1
Soc. Sc.	102	Introduction to Social Sciences	3

Sophomore Year:

Speech	200	Principles of Literary Interpretation	4
English	200	History of English Literature	6
English	201	Drama from Beginning to Shakespeare	3

Junior Year:

Speech	300	Modern Techniques in Public Reading	4
or			or
Speech	340	Forum Speaking	6
English	310 or 411	Major Plays of Shakespeare	6
Psych.	301	General Psychology	3
Educ.	302	Educational Psychology	3

Senior Year:

Speech	441	History of Oratory	2
English	412	Shakespeare Survey	3

These courses are required of women candidates for the B.L.I. degree:

Phy. Ed.	100	Educational Gymnastics	2
Phy. Ed.	101	Anatomy and Hygiene	3
Phy. Ed.	200 or 201	Advanced Gymnastics or Dancing	2

For Certificate of Proficiency

Qualified students who desire to specialize exclusively in the study of dramatics, radio, interpretation, or public speaking may concentrate in any one of these fields. At the end of two years of full-time, concentrated study they may be awarded a Certificate of Proficiency if the quality of their work merits the award.

For Pre-Law Requirements

Although the full four years of study is recommended strongly to students who expect to enter law schools, it is possible, when necessary and when the quality of the work merits it, to be recommended as having fulfilled the usual two-year minimum pre-law requirements by taking a well planned course of study totaling 66 credit hours.

A course of study to meet the individual student's needs is planned in conference with the head of the Department of Social Sciences. Upon the approval of this course of study by the Dean and upon its satisfactory completion by the student, Emerson College will recommend the student as having completed the minimum pre-law requirements.

Freshman Courses

1939-'40

Dept.	*Course Number*	COURSE NAME	*Semester Credits*[2] *1st*	*2nd*
Speech	100[1]	Principles of Literary Interpretation	2	2
Speech	120	Vocal Technique	1	1
Speech	141	Effective Public Speaking	3	–
Speech	142	Effective Public Speaking	–	3
Speech	160E	Radio Announcing and Radio Voice	1*	1*
Speech	170	Radio Play Writing	1	1
English	100	Composition	3	3
English	110	Journalism	3	3
Drama	100	Fundamentals of Acting	2	2
Drama	110	Introduction to Stage Design	1	1
Drama	120	Elementary Pantomime	2	2
Drama	130	Costume History and Workshop	3	3
Soc. Sc.	101	College Life	1	–
Soc. Sc.	102	Introduction to the Social Sciences	–	3
Phy. Ed.	100	Educational Gymnastics (for Women)	1	1
Phy. Ed.	101	Anatomy and Hygiene (for Women)	3	–
Phy. Ed.	150	Gymnastics (for Men)	1	1
M. Lang.	100	Elementary French	3	3
M. Lang.	140	Elementary German	3	3
Phil.	102	Characterology	–	1

The college year is divided into two semesters. The normal study load per semester is 16 or 17 credits. No Freshman is permitted to carry more than 18 credits per semester.

Above is indicated the amount of credit which may be earned in each course for each of the two semesters.

SPECIFIC COURSE REQUIREMENTS

B.L.I. DEGREE CANDIDATES

Speech 100
English 100
Social Sciences 101
Social Sciences 102
Physical Education 100 (Women)
Physical Education 101 (Women)

A.B. DEGREE CANDIDATES

Speech 100
English 100
Social Sciences 101
Physical Education 100 (Women)
Physical Education 101 (Women)

Special students (not candidates for a degree) are not required to take any specific courses. They may elect any courses which they are qualified to pursue.

One Year Radio Students select their courses with the advice of the head of radio instruction.

Certificate of Proficiency students select their courses in the departments of speech and drama with the advice of the heads of those departments.

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[1]For an explanation of the significance of course numbers see the footnote on page 23.

[2]For an explanation of the significance of a semester credit, see page 15.

*Special tuition rate for this course.

Sophomore Courses

1939-'40

Dept.	*Course Number*	COURSE NAME	*Semester Credits 1st*	*2nd*
Speech	200	Principles of Literary Interpretation	2	2
Speech	203	Introduction to Professional Entertainment	2	–
Speech	204	Oral Reading of Modern Poetry	–	2
Speech	220	Vocal Technique	½	½
Speech	223	Choral Verse Speaking	1	–
Speech	224	Assembly Singing	–	1
Speech	233	Phonetics	2	–
Speech	234	Advanced Phonetics	–	1
Speech	240	Advanced Public Speaking	2	2
Speech	260E	Advanced Radio Announcing	1*	1*
English	200	History of English Literature	3	3
English	201	Drama From Beginnings to Shakespeare	3	–
English	204	Classical Literature	–	3
English	206	Modern Drama	–	3
English	210	Advanced Composition	3	3
Drama	200	One-Act Plays	2	2
Drama	220	Advanced Pantomime	1	1
Drama	230	Stage Make-up	1	1
Soc. Sc.	203	Classical Civilization	3	–
Soc. Sc.	208	Principles of Economics	–	3
Phy. Ed.	200	Advanced Gymnastics (Women)	1	1
Phy. Ed.	210	Dancing (Women)	1	1
Phy. Ed.	250	Advanced Gymnastics (Men)	1	1
M. Lang.	200	Intermediate French	3	3
M. Lang.	220	Intermediate Italian	3	3
M. Lang.	240	Introduction to German Thought	3	3
Phil.	201	Logic	3	–
Phil.	202	Philosophy of the Christian Religion	–	3

The normal study load is 16 or 17 credits per semester. No student will be permitted to carry more than 18 credits per semester except upon favorable action upon a written petition. Petitions will be considered only from students having an average grade no lower than B plus.

All sophomore women are required to take Physical Education 200 or 210.

All candidates for the B.L.I. degree are required to take:

Speech 200
English 200
English 201

All candidates for the A.B. degree are required to take:

English 200

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*Special tuition rate for this course.

Junior Courses

1939-'40

Dept.	*Course Number*	COURSE NAME	*Semester Credits* 1st	2nd
Speech	300	Modern Techniques in Public Reading	2	2
Speech	302	Story Telling and Children's Literature	–	3
Speech	340	Forum Speaking	3	3
Speech	362	Radio Address	–	3
Speech	370	Radio Dramatic Techniques	1	1
Speech	380E	Radio Play Writing and Script Dramatizations	2*	2*
English	300	Short Story and Other Forms	1	1
English	301	English Literature in the 18th Century	3	–
English	303	Nineteenth Century Literature	2	–
English	310	Major Plays of Shakespeare	3	3
Drama	300	Laboratory Theater	2	2
Drama	310	Scenery and Lighting	1	1
Drama	315	Principles of Dramatic Response	1	–
Soc. Sc.	303	Modern European History	3	–
Soc. Sc.	306	English History	–	3
Phy. Ed.	301	Community Games (Women)	½	–
Phy. Ed.	302	Community Dances (Women)	–	½
Phy. Ed.	310	Advanced Dancing (Women)	1	1
Phy. Ed.	320	Fencing (Women)	½	½
Phy. Ed.	350	Boxing (Men)	½	½
Phy. Ed.	360	Wrestling (Men)	1	1
Psych.	301	General Psychology	3	–
Educ.	301	Principles and Methods in Education	3	–
Educ.	302	Educational Psychology	–	3
Educ.	310	Teaching Methods in Voice	1	1
Educ.	340	Community Drama Supervision	2	2
Educ.	344	Teaching Methods in Interpretation	–	3
M. Lang.	300	French Drama	3	3
M. Lang.	340	German Literature	3	3
Phil.	301	Ethics	3	–
Phil.	302	Aesthetics	–	3

The normal study load is 16 or 17 credits per semester. No student will be permitted to carry more than 18 credits per semester except upon favorable action upon a written petition. Petitions will be considered only from students having an average grade no lower than B plus.

All candidates for the B.L.I. degree are required to take:

Speech 300 or 340
English 310
Psychology 301
Education 302

All candidates for the A.B. degree are required to take:

English 310

*Special tuition rate for this course.

Senior Courses

1939-'40

Dept.	*Course Number*	COURSE NAME	*Semester Credits* 1st	2nd
Speech	400	Modern Techniques in Public Reading	2	2
Speech	401	Tone Values in Interpretation	1	–
Speech	441	History of Oratory	2	–
English	403	Ibsen	2	–
English	405	Comparative European Literature	3	–
English	408	Contemporary Literature Criticism	–	3
English	411	Major Plays of Shakespeare	3	–
English	412	Shakespeare Survey	–	3
Drama	400	Comparative Drama	2	2
Drama	403	History of the American Theater	2	–
Drama	404	Dramatic Criticism	–	2
Soc. Sc.	401	Making of the Modern Mind	3	–
Soc. Sc.	406	Principles of Sociology	–	3
Phy. Ed.	401	Individual Sports (Women)	½	½
Phy. Ed.	402	Individual Exercises (Women)	½	½
Phy. Ed.	410	Drama Dances (Women)	1	1
Phy. Ed.	420	Advanced Fencing (Women)	½	½
Phy. Ed.	450	Fencing (Men)	1	1
Psych.	410	Readings in Advanced Psychology	x	x
Psych.	421	Introduction to Clinical Technique	2	–
Psych.	422	Introduction to Reading Disabilities	–	1
Psych.	430	Clinical Practice	x	x
Psych.	440	Drama as Aid to Speech Rehabilitation	1	1
Psych.	500	Speech Pathology	1	1
Psych.	510	Advanced Clinical Practice	x	x
Educ.	402	History of Education	–	3
Educ.	404	Teaching Methods in High School English	–	3
Educ.	410	Teaching Methods in Physical Education	1	1
Educ.	420	Practice Teaching in Secondary Schools	x	x
Educ.	440	Advanced Community Drama Supervision	2	2
Educ.	452	Tests and Measurements	–	2
M. Lang.	400	Extensive French Reading	3	3
Phil.	400	Influence of Philosophy on Civilization	2	2

The normal study load is 16 or 17 credits per semester. No student will be permitted to carry more than 18 credits per semester except upon favorable action upon a written petition. Petitions will be considered only from students having an average grade no lower than B plus.

All candidates for the B.L.I. degree are required to take:

Speech 441
English 412

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x—Credits and hours to be arranged.

Courses of Instruction*

I. Speech

A. *LITERARY INTERPRETATION*

ASSOCIATE PROFESSOR DuBURON, ASSISTANT PROFESSORS CONNOR AND MAXFIELD

100. Principles of Literary Interpretation. (Textbook: The Evolution of Expression, Emerson.) Fundamental technique applicable to all forms of public address. Study of selections from the great orators, essayists, dramatists, and poets, illustrative of the principles of growth in oral effectiveness. Correlation of oral interpretation with the arts. A philosophy of expression accompanying a development of the expressive powers of the individual. 2 credits per semester. *Mr. Connor, Mrs. Maxfield.*

200. Principles of Literary Interpretation. (Continuation of Course I-100.) 2 credits per semester. *Mr. Connor.*

203. Introduction to Professional Entertainment. Changing demands in public tastes. Modern points of view about entertainment material. Requisites in arrangement. Styles of treatment in various types of literature. Building of individual repertoire. 2 credits. *Mrs. DuBuron.*

204. Oral Reading of Modern Poetry. The subjective approach in interpretation, developed by experimental use of modern poetry. Emphasis on platform values in the poetic mono-drama; the dramatic vignette. 2 credits. *Mrs. DuBuron.*

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*Courses which are normally Freshman are numbered in the 100's. Sophomore courses are in the 200's, Junior in the 300's, Senior in the 400's, Graduate in the 500's. A number ending in zero indicates a full year course; a number ending in an odd digit indicates that the course is normally given the first semester; a number ending in an even digit indicates that the course is normally given the second semester. Summer courses are indicated by S. Evening courses are indicated by E. All summer and evening courses are not listed here. Special catalogues of those courses may be had upon request.

The College reserves the right to withdraw a course if the registration is too small to warrant its being given.

†300. **Modern Techniques in Public Reading.** Special problems of the lecturer and the entertainer. A study of audiences and of material suitable for platform use. How to select and abridge material and arrange programs for public reading. Practical application of technique. Preparation and presentation of programs for special and general occasions. Dramatization of novels; programs of classic literature; the mono-drama; the lecture; the lecture-recital; the modern manner in play-reading. 2 credits per semester. *Mr. Connor.*

*301. **Advanced Interpretation.** A review of the principles involved in the Emerson theory and technique of interpretation. Emphasis on cultural values. Opportunity will be given for individual criticism and drill in material selected from various types of literature. 3 credits. *Mr. Connor.*

302. **Story Telling and Children's Literature.** Lectures on the history and methods of story telling. Practice in selection of stories, story-telling and program-making. Opportunities for practice will be provided in connection with social settlement activities, school and library centers, for those who qualify. 3 credits. *Mrs. DuBuron.*

400. **Modern Techniques in Public Reading.** (Continuation of Course I-300.) 2 credits per semester. *Mr. Connor.*

VII-344. **Teaching Methods in Interpretation.** [See Page 45.]

B. *VOICE*

PROFESSOR KENNEY

120. **Vocal Technique.** Physiology and hygiene of the voice; fundamental conditions of voice production; relation of voice to the nervous system; breath control; development of resonance; placing of tones; purity, tone projection; flexibility; compass, smoothness; power and brilliancy of tone; eradication of faults in use of voice. 1 credit per semester. *Mr. Kenney.*

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†The Emerson College Entertainment Service makes bookings for properly qualified readers and groups of entertainers in Boston and vicinity. Through this medium, students may receive both valuable platform experience and some financial returns. Recitals are held frequently at the college convocation period.

*Not offered, 1939-'40.

*123. **Expressive Voice Culture.** Voice as an interpreter of mental states; tone color; relation of voice to imagination and emotion. 1 credit.

220. **Vocal Technique.** (Continuation of Course 1-120.) ½ credit per semester. *Mr. Kenney.*

223. **Choral Verse Speaking.** This course will concern itself principally with the conduct of the adult verse-speaking choir. Choral verse speaking means the speaking by a group, either as a whole, antiphonally, by small groups within the whole, or by soloists and chorus, of poetry particularly adapted for unison speech. The types of verse are for the greater part of an objective rather than a subjective nature. Ballads, with their virile qualities and peculiar structure of oft-repeated refrains, and Greek choruses, are particularly suited to this type of speech activity. Origin of choral speech and its place in the speech program. Qualifications of the teacher of choral speech. Refrains, antiphonal speaking, part or group speaking, sequence individual speaking, unison speaking. Conduct of adult choirs. Anthologies of suitable poetry. 1 credit. *Mr. Kenney.*

224. **Assembly Singing.** General outline and drill in methods and essentials in mass singing and chorus organization. 1 credit. *Mr. Kenney.*

233. **Phonetics.** This course will familiarize the student with the speech organs and their action in the production of speech sounds in English as spoken in America. The International Phonetic Symbols will be taught and Webster's International Dictionary used as authority for pronunciation. Emphasis will be laid on adjustment of the speech organs for the articulation of the elements of speech, vowels and consonants. Production of the sounds resulting from these adjustments. Correction of phonetic speech disorders as applied to teaching, reading and pronunciation in the grades. 2 credits. *Mr. Kenney.*

234. **Advanced Phonetics.** 1 credit. *Mr. Kenney.*

401. **Tone Values in Interpretation.** Personal work in interpretation from a voice standpoint. Based on the

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*Not offered, 1939-'40.

development of the voice as taught in Courses I-120 and I-220, with criticism and discussion. 1 credit. *Mr. Kenney.*

I-160Eb. The Radio Voice. [See Page 28.]

VII-310. Teaching Methods in Voice. [See Page 44.]

C. *PUBLIC SPEAKING*

PRESIDENT ROSS, DEAN HIGGINS, ASSOCIATE PROFESSOR SHAW

141. Effective Public Speaking. Through impromptu and extemporaneous speaking the student is aided in overcoming stagefright and in gaining assurance in speaking before an audience. Special attention to the development of the ability to think clearly and to speak effectively while before an audience. The functions of a chairman; the organization of discussions of current topics; interviews with notable people and authorities for speech material. 3 credits. *Mr. Shaw.*

142. Effective Public Speaking. Same as I-141, but given in the second semester. May not be taken for credit by those having taken I-141. 3 credits. *Mr. Shaw.*

143S. Modern Techniques in Public Speaking. This course is designed to aid the student to succeed in those practical situations in which he is called upon to speak in public. The study of speech theory is concerned mainly with those basic psychological factors which affect effective public speaking in all situations. The practice work in public speaking is done in each student's own field of interest. During part of the course the class functions as a forum, thus giving experience in parliamentary procedures as well as opportunity for practice in extempore speaking. 2 credits. *Mr. Shaw.*

240. Advanced Public Speaking. Open only to students having completed Course I-141 or I-142. An advanced study of persuasive speaking with much practice in the organization and presentation of material to fit varying specific audiences; advanced study of effective techniques in delivery. Longer speeches and frequent class discussion characterize the course. 2 credits per semester. *Mr. Shaw.*

340. Forum Speaking. This course is designed to increase proficiency in participation in forums, which now play such a prominent part in American life. The class is organized, and functions, as a forum for thorough discussion of current problems. An opportunity is afforded for the participation of guest speakers in the meetings of this forum group. 3 credits per semester. *Mr. Shaw.*

441. History of Oratory. Lectures upon the lives and times of great orators from Demosthenes to the present. A critical study of famous orations. 2 credits. *President Ross.*

443S. Influencing Behavior Through Speech. An advanced, intensive study of the psychology of persuasion. The preparation and presentation of an address for a highly prejudiced audience is required. Lectures, readings, discussions. 2 credits. *Dean Higgins.*

501S. Seminar in the Popular Lecture. Limited to graduate students who desire to prepare for the professional lecture platform. Permission of the instructor is required for admission to the course. The work is done largely through individual conferences with only an occasional group meeting. 2 semester credits. *Dean Higgins.*

***IV-104. Parliamentary Law and Practice.** [See Page 37.]

***VII-405S. History of Speech Education in the United States.** [See Page 46.]

***VII-346. Teaching Methods in Speech.** [See Page 45.]

D. *RADIO*

MR. EDES, PROFESSOR KENNEY, MR. BEAL, MR. WHEELER

160Ea. Radio Announcing. Designed to prepare announcer applicants for radio audition tests. Actual microphone work, including news broadcasting, baseball scores, flash announcements, sight-reading, and selling commercial copy. Assignments for home practice. Students will be taken to a station to learn operation of the control box. Men and women. Course 160Eb must be taken with this course. 1 credit per semester. *Mr. Edes.*

160Eb. The Radio Voice. Analysis of the voice by Mr. Edes and Prof. Kenney during microphone practice. Special drill to secure the best pitch for radio broadcasting purposes. Voices too high or too low will be corrected as far as possible. Careful check on common errors, such as bad sibilants and weak final consonants. Particular attention will be paid to developing easy, natural delivery, free from "gushing" or personal peculiarities, in reading continuity. May be taken only in connection with 160Ea or 260E. Special tuition of $25 per semester for combination of 160Ea and 160Eb. *Mr. Kenney.*

170. Radio Play Writing. Students will be taught the technique of practical radio script writing. Special instruction will be given in writing original radio plays, adapting short stories, and preparing all kinds of radio continuity. Besides class lectures, there will be individual conferences with students. 1 credit per semester. *Mr. Wheeler.*

260E. Advanced Radio Announcing. An advanced course open only to men who demonstrate, through an audition, that they possess the qualities necessary for admission. Enrollment is limited. Course I-160b must be taken with the course. Special tuition of $30 per semester for combination of 260Ea and 160Eb. 1 credit per semester. *Mr. Edes.*

362. Radio Address: The Technique of Broadcasting. Microphone practice. A comprehensive course for all who wish to enter the radio field. Lectures on the history of radio; the Federal Radio Commission. Comparison of broadcasting technique in Europe and America; who pays for the radio in America. Programs—sponsored and sustaining; how a program is planned. Opportunities for women in radio. What radio needs for talent; auditions. Radio's future. The art of announcing. Special features of the course will include broadcasting demonstrations by students and a visit to a broadcasting studio. 3 credits. *Mr. Edes.*

362S. Radio Address. 2 credits. *Mr. Edes.*

370. Radio Dramatic Techniques. Actual training in radio dramatizations. Projection of character representations by voice. 1 credit per semester. *Mr. Beal.*

380E. Radio Play Writing and Script Dramatizations. Students will be taught the technique of practical radio script writing. Special instruction will be given in writing original radio plays, adapting short stories, and preparing all kinds of radio continuity. Individual conferences with students. Continuities written by students will be tried out over the studio microphones. The practical value of immediate tests of dramatic effects is at once apparent. The instructor will use every effort to assist students to market any continuities of outstanding merit. Special tuition of $25 per semester for this combination course under two instructors. 2 credits per semester. *Mr. Wheeler* and *Mr. Edes.*

II. English

PROFESSOR WILEY, ASSISTANT PROFESSORS CONNOR AND MAXFIELD, MRS. BLACK, MR. CHIPMAN, MISS HAMILTON

100. Composition. Weekly drills, study of principles, class discussions, writing of themes, corrections and criticism, acquirement of vocabulary. 3 credits per semester. *Miss Wiley.*

110. Journalism. Lecture course in news and feature writing for modern newspapers, combined with practical training through the Emerson Press Club whose members are assigned as actual correspondents for the college on various Boston and out-of-town papers. Special lectures from time to time by well-known writers of news and fiction. 3 credits per semester. *Mr. Chipman.*

200. History of English Literature. The main stream of English literary expression, with consideration of forms and their growth. 3 credits per semester. *Miss Wiley.*

201. Drama from the Beginnings to Shakespeare. Origins and structure of various types of drama from the

010. REVIEW ENGLISH. Intensive instruction in the mechanics of writing for those who fail to pass satisfactorily the test in English given at the beginning of the semester. It may be required of any student whose written English is poor. 1 credit hour which does not apply toward the graduation requirement. *Miss Hamilton.*

Greeks, with emphasis on development of English drama from the liturgical plays to Shakespeare. 3 credits. *Mrs. Maxfield.*

*202. **Elizabethan Drama.** Plays selected for reading and discussion from the important dramatists of the period, exclusive of Shakespeare. 3 semester credits.

204. **Classical Literature.** The reading of Greek and Roman writers in translation. 3 credits. *Miss Wiley.*

206. **Modern Drama.** A critical study of representative plays from Ibsen to contemporary American dramatists. 3 credits. *Mrs. Maxfield.*

210. **Advanced Composition.** A continuation of Course II-100, intended to develop some critical judgment and power in literary expression. 3 credits per semester. *Miss Wiley.*

*212. **Renaissance Poetry and Prose.** A study of the non-dramatic poetry and prose from Totell's Miscellany through the Cavaliers. 3 credits. *Mrs. Maxfield.*

300. **Short Story and Other Forms.** The technique of various forms of creative writing, with special emphasis upon the short story. Open only to those who have a definite urge to write, and some promise. Consent of instructor needed to join. This course may be taken two years for credit. 1 credit per semester. *Miss Wiley.*

301. **English Literature of the Eighteenth Century.** The Ages of Queen Anne and Samuel Johnson, with some attention to the beginnings of the English novel, and the rise of romanticism as a preparation for an understanding of the currents in the mainstream of early nineteenth century poetry. 3 credits. *Mrs. Maxfield.*

303. **Nineteenth Century Literature.** Victorian poets from 1832 to 1890. Major essayists, critics and thinkers of the period. 2 credits. *Mrs. Black.*

*305. **Modern and Contemporary Poetry.** Chief English and American poets from Meredith and Hardy to the present; study of significant movements; some attention to metrics and poetic values. Optional practice in verse forms and meters. 3 credits.

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*Not offered, 1939-'40.

310. Major Plays of Shakespeare. Detailed study of the masterpieces of Shakespearean literature, including The Tempest, Julius Caesar, Midsummer Night's Dream, Othello, Twelfth Night, Winter's Tale, Hamlet, Romeo and Juliet, Taming of the Shrew, As You Like It, Henry IV, King Lear. 3 credits per semester. *Mrs. Maxfield.*

310S. Major Plays of Shakespeare. 2 credits.

***401. Browning.** Intensive study and discussion of Browning as poet, philosopher, and thinker. Collateral readings from English and European literature illustrative of the man and his times. 2 credits. *Mrs. Black.*

403. Ibsen. A study of the works of Ibsen and his influence upon late nineteenth and twentieth century drama and thought. 2 credits. *Mrs. Black.*

405. Comparative European Literature. European literature from the Renaissance, with special emphasis upon the inter-relation of trends and form. Consideration of works and authors as representative of periods rather than of nations. 3 credits. *Miss Wiley.*

***406. American Literature.** Studies in the nature and development of intellectual life in the United States, as revealed in our literature. The Colonial outlook and the beginnings of the national literature. Nineteenth century achievement. Special consideration of modern trends and their origins. 3 credits.

***407. The Novel.** Origin and development of the novel, with selections from the chief novelists from the eighteenth century to the present. Attention will be given both to technique and to literary values. 3 semester credits.

408. Contemporary Literary Criticism. The principles of criticism. Present-day critical opinion, chiefly in America. Historical humanism and the new literary humanism. Impressionism and expressionism. Modern theories of criticism. 3 credits. *Mrs. Maxfield.*

411. Major Plays of Shakespeare. (Continuation of Course II-310.) 3 credits. *Mr. Connor.*

412. Shakespeare Survey. The man and his work; his apprenticeship, technical development, mastery, poetic

*Not offered, 1939-'40.

and dramatic elements, masterpieces. 3 credits. *Mrs. Maxfield.*

*414. **History of the English Language.** A brief, comprehensive survey of the development of our language from its beginnings in the Germanic family group to the present day. Morphology and phonology. Intensive work in etymology, vocabulary building and modern usage. 3 credits.

VII-404. Teaching Methods in High School English. [See Page 45.]

III Drama

PROFESSOR KAY, ASSOCIATE PROFESSORS SHAW AND DU BURON, ASSISTANT PROFESSOR LEVILLAIN, MR. BURNHAM, MR. BEAL, MISS HAMILTON, MR. WHEELER, MR. WADE.

100. Fundamentals of Acting. Practical training in the principles of acting, character study and stage technique. Students will be cast and rehearsed carefully in varied roles. 2 credits per semester. *Mr. Shaw.*

110. Introduction to Stage Design. An elementary course to acquaint the student with the vocabulary and mechanics of the stage and scenic studio. Lectures and laboratory work, including lighting, building, painting, the making of furniture, properties and scaled models. Discussion of current productions, styles in interior decoration, and exercises in elementary perspective as applied to the stage. Practical work with scenic tools will be featured in shop technique. 1 credit per semester. *Mr. Wade.*

120. Elementary Pantomime. Fundamental principles of bodily and facial expression as a foundation for the spoken drama; poise, posture and carriage; the body in character delineation and portrayal of emotion; mechanics of stage movement; dramatic exercises for coordination of mental and physical response; production of classical and modern pantomimes. 2 credits per semester. *Mrs. Levillain.*

*Not offered, 1939-'40.

130. Costume History and Workshop. Survey of major trends in the history of costume with emphasis on contour, color, fabric, line, draping, decoration, and accessories for the purpose of adaptation to the needs of dramatic production. Methods of costuming from Inigo Jones to present day designers, with special emphasis on the influence of Leon Bakst. The course is designed to be of practical value. While the student learns the historical background for costuming there is the opportunity to apply his knowledge through workshop experience. Four hours per week of workshop laboratory is required. Visits of museums and special exhibits. Practice in the wearing of costumes. Bibliography. 3 credits per semester. *Mrs. DuBuron.*

200. One-Act Plays. Study of English, Irish, Continental and American one-act plays. A practical course in both acting and directing. Principles of stage technique will be stressed; stage turns, crosses, exits, entrances. Special lecturers. 2 credits per semester. *Mrs. Kay.*

204S. Summer Apprentice Group. Practical training in the arts and mechanics of production of stage plays. Principles of acting, character study, stage technique. All classes will be held on stage and in the auditorium of the Emerson Theater. The class work will consist of formal instruction and daily rehearsals under the director and his assistants. The group is limited to 20 members. Two full-length plays will be cast, rehearsed, and produced publicly. Each member, therefore, will have opportunity to appear under professional conditions before public audiences. Plays produced during recent seasons include: "The Distaff Side", "Kind Lady", "Another Language", "Saturday's Children", "Charity Begins", and "Personal Appearance". 3 credits. *Mr. Shaw.*

220. Advanced Pantomime. Prerequisite: Drama 120. Open only to a limited number of students selected by the instructor on the basis of ability shown in Elementary Pantomime. Advanced study of pantomime technique; individual analysis and correction of defects and mannerisms in bodily expression; lyric movement; teaching meth-

ods and materials; writing and production of original pantomimes. 1 Credit per semester. *Mrs. Levillain.*

230. Stage Make-up. A comprehensive and practical working knowledge of the art of theatrical make-up. Theory and practice; its relation to dramatic art and impersonation. 1 credit per semester. *Mr. Burnham.*

300. Laboratory Theater. Analysis and public production of various types of plays, ranging from children's theater presentations to melodrama and modern English and American comedies. 2 credits per semester. *Mrs. Kay.*

310. Scenery and Lighting. Actual problems in staging dramatic productions, stage managing, lighting, color, and the making of scaled floor-plans and carpenter's drawings. Students will design, build, and paint scenery and serve as a stage crew in class productions. Design and construction of model settings. Lectures on the history of the physical stage, contemporary designers, European scenic innovations; discussions of the various graphic and plastic arts related to stage design. Color and freehand drawing. 1 credit per semester. *Mr. Wade.*

315. Principles of Dramatic Response. The modern application of principles of movement in individual, group, and mass response. Primitive movement; the Greek ideal of movement; the ritual element; romantic and aesthetic influences; Austin's Chironomia versus Delsarte. Style of movement in melodrama. Naturalistic movement versus stylized. The effect of modes, manners and dress on movement through the ages. 1 credit. *Mrs. DuBuron.*

***316S. The American Stage Today.** A study of representative plays of our period. Special attention will be given to plot structure and production problems with some attempt at evaluation. The course is intended for those who desire reading and discussion of a wide range of contemporary plays. 2 credits.

400. Comparative Drama. One yearly revival performance of early drama. Complete study of modern foreign productions. Analysis and criticism of dramatic projection from the mid-Victorian to the stylized German,

French and Russian presentations today. Rehearsals and class productions of typical scenes. 2 credits per semester. *Mrs. Kay.*

401S. Pageantry. Where to get and how to develop ideas and stories suitable for pageant sequences. Community organization plans of all the operating forces concerned in a production including the units of administration, music, dance, costume, lighting, etc. Consideration of pageant specialties, such as festivals, masques, religious or historical pageants. 2 credits. *Mrs. DuBuron.*

403. History of the American Theater. A survey of our theater from its simple beginnings to its present complex organization. This course is designed to familiarize the student of drama with great personalities of the American theater—producers, playwrights, actors, actresses, managers—and their influence and contribution to the stage as we know it today. 2 credits. *Mr. Beal.*

404. Dramatic Criticism. The course will include lectures upon the theory of dramatic criticism, together with practical work in criticising. Emphasis will be placed upon the actor's relation to the critic, and the critic's relation to the work of the actor or producer. An attempt will be made to show the value of a knowledge of the art of criticism as an aid to cultural development. 2 credits. *Mr. Beal.*

501S. Advanced Play Production. This course affords practical training in casting, directing rehearsals, and the working out of specific problems in the teaching of characterization. Students will be given opportunity to attend rehearsals of the Summer Theater Apprentice Group, and to go over the problems of producing the plays in conference with the director. 3 credits. *Mr. Shaw.*

I-170. Radio Play Writing. [See Page 28.]

I-370. Radio Dramatic Techniques. [See page 28.]

I-380E. Radio Play Writing and Script Dramatization. [See page 29.]

VII-340 and VII-440. Community Drama Supervision. [See pages 45 and 46.]

IV. History and Social Sciences

PROFESSOR McKINLEY, MR. DEMETER

A. *GENERAL*

102. Introduction to the Social Sciences. An orientation course surveying the development of Western civilization from the viewpoints of anthropology, sociology, history, economics, and political science. Emphasis is laid on the acquisition of an elementary knowledge of methods and terminology in these fields as a foundation for further study. A prerequisite for advanced courses in the Department. 3 credits. *Mr. McKinley.*

401. The Making of the Modern Mind. A study of the development of the religious, scientific, philosophical, economic, and political ideas and attitudes that differentiate the modern mind from that of the later Middle Ages. Emphasis is laid on the history and influence of modern science. Consent of instructor required. 3 credits. *Mr. McKinley.*

***402. Modern Problems in the Social Sciences.** A seminar course in which each student makes an intensive investigation of a specific topic in history, economics, sociology, of government under the guidance of the instructor. The student reports his progress to the class at regular intervals for criticism and discussion and embodies the term's work in a written thesis. Consent of instructor required. 3 credits.

B. *HISTORY*

203. Classical Civilization. A study of the history and culture of ancient Greece and Rome, emphasizing those fundamental classical contributions to art, literature, philosophy, religion, law, and political theory which are essential to an understanding of modern thought and achievement in these fields. 3 credits. *Mr. McKinley.*

***206. The Middle Ages and the Renaissance.** A survey of the political and cultural development of West-

*Not offered, 1939-'40.

ern Europe from Justinian to the eve of the French Revolution, with especial emphasis on the later Middle Ages and the Renaissance and Reformation. 3 credits. *Mr. McKinley.*

*301. **American History Since 1783.** A survey of the political and cultural history of the United States from the close of the Revolutionary period to the present. 3 credits. *Mr. McKinley.*

303. **Modern European History.** A survey of the political and cultural history of the European states from the French Revolution to the present. 3 credits. *Mr. McKinley.*

306. **English History.** A survey of the political and social history of England and the British Commonwealth from the Norman Conquest. 3 credits. *Mr. McKinley.*

C. *GOVERNMENT*

*103. **American Government.** A study and appreciation of our political institutions. The rights, duties and privileges of American citizenship. 3 credits. *Mr. McKinley.*

*104. **Parliamentary Law and Practice.** This course offers a thorough and systematic study of parliamentary law and procedure, and prepares one to become an able presiding officer and skilled parliamentarian. Detailed instruction is given in the methods of organizing and conducting meetings. Every motion likely to arise in a meeting is treated as to its object and effect, when it can be made, whether it can be rebated or amended, and what other motions can be made while it is pending. Actual experience in conducting meetings and applying the rules of order is embraced in the course. Amendments, committee work, privileged motions, points of order, appeal, nominations, elections, by-laws and other proceedings are fully treated. 3 credits.

*201. **Comparative Modern Government.** A study of the political institutions and political ideology of the great powers of the contemporary world. 3 credits.

*Not offered, 1939-'40.

*404. **History of Political Theories.** A survey of political institutions and of the theories as to the nature and functions of political power from Plato to the present. The relation of political theory to philosophy, religion, jurisprudence, ethics, and economic trends. Consent of instructor required. 3 credits. *Mr. McKinley.*

D. *ECONOMICS*

208. **Principles of Economics.** An elementary course designed to develop an appreciation of the nature of contemporary economic and political problems. Foundations of our economic order; organization of production exchange; money and banking; trade and transportation; governmental functions; income and expenditures; distribution of wealth and income; labor organizations and proposed economic reforms. 3 credits. *Mr. McKinley.*

*304. **Economic History.** A survey of the development of economic techniques and institutions from the beginning of the Industrial Revolution to the present. 3 credits.

E. *SOCIOLOGY*

101. **College Life.** Required orientation course for Freshmen. Designed to acquaint the student with the nature and objectives of college work and its possibilities as a preparation for life. 1 credit. *Mr. McKinley.*

406. **Principles of Sociology.** A realistic and objective approach to society and social problems. The nature and group structure of society; comparison of the more important theories about the phenomena of social change; the case method and statistical approach to social problems. Social ideals and social control; social pathology. 3 credits. *Mr. McKinley.*

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*Not offered, 1939-'40.

V. Physical Education

ASSOCIATE PROFESSOR RIDDELL, MISS HAMILTON, MR. FOX

FOR MEN*

150. Gymnastics. Following card system chart measurements of the body and physical examinations, exercises are given designed to improve the individual's physical condition. 1 credit per semester. *Mr. Fox.*

250. Advanced Gymnastics. A continuation of course V-150. 1 credit per semester. *Mr. Fox.*

350. Boxing. Teaches the art of self-defence. Not intended for the professional boxer. ½ credit per semester. *Mr. Fox and assistant.*

360. Wrestling. 1 credit per semester. *Mr. Fox and assistant.*

450. Fencing. Instruction is given in both the French and Italian schools. 1 credit per semester. *Mr. Fox and assistant.*

FOR WOMEN

†**100. Educational Gymnastics.** Posture training, marching, rhythmic marching, and simple floor exercises. In this course the student is taught first of all the meaning of correct postural balance as the foundation of all body work. Practice is closely related to the analysis of movement discussed in the course in anatomy. Effort is made to teach the meaning of localization of motor control. Required of Freshmen. 2 hours per week. 1 credit per semester. *Miss Riddell, Miss Hamilton.*

‡**101. Anatomy and Hygiene.** The skeleton and its articulations; muscular system; applied law of muscular activity as related to physical training. The hygiene of the circulatory system; digestion; nervous system. 3 credits. *Miss Riddell.*

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*The courses in physical education for men are held in the well equipped gymnasiums of the Young Men's Christian Union. Not more than four credit hours in physical education for men may be credited toward the graduation requirement. Physical education is not required of men.

†Costumes for gymnasium and dancing *should not* be purchased before coming to the college, as a uniform is required. This is purchased through an agent of one of the Boston shops and measurements are taken at the college. Dancing costumes are made under the direction of the instructor in costume design.

‡This course may be counted as fulfilling academic requirements for the A.B. degree.

200. Advanced Gymnastics. A continuation of Course V-100. Advanced body work and rhythms. 1 credit per semester. *Miss Riddell.*

210. Dancing. The fundamentals of dance, including classical and modern forms. Limbering and balance exercises. Pre-requisite, Course V-100. 1 credit per semester. *Miss Riddell.*

301. Community Games. Recreational material which will be useful in community leadership, either in playground or settlement work. ½ credit per semester. *Miss Hamilton.*

302. Community Dances. Child rhythms, simple song dances and games progressing to folk and national dances and more highly organized games. ½ credit per semester. *Miss Riddell.*

310. Advanced Dancing. Greek dance and rhythmic walking; foreign dances. Some experience in connection with public production of class plays. Outside rehearsals required. Presupposes Course V-210 or its equivalent. 1 credit per semester. *Miss Riddell.*

320. Fencing. The fundamental positions and some of the movements of defense and attack. ½ credit per semester. *Miss Riddell.*

410. Drama Dances. Analysis of rhythm, composition and choreography. Original work. The dramatic idea embodied in dance forms. Participation in dance drama. Outside rehearsals required. 1 credit per semester. *Miss Riddell.*

420. Advanced Fencing. A development of Course V-320. ½ credit per semester. *Miss Riddell.*

430. Individual Sports. For seniors who wish to carry on work for personal development. ½ credit per semester. *Miss Hamilton.*

440. Individual Exercises. For seniors who wish to carry on work for personal development. ½ credit per semester. *Miss Riddell.*

VII-410 Teaching Methods in Physical Education. [See Page 46.]

VI. Psychology

PROFESSOR ROBBINS, DEAN HIGGINS, ASSOCIATE PROFESSOR DuBURON

A. *GENERAL*

301. General Psychology. General empirical psychology from a thoroughly modern point of view. Emphasis on human dynamic psychology and problems of personality and human nature. Applications of psychology to individual development. 3 credits. *Dean Higgins.*

410. Readings in Advanced Psychology. Independent reading and an intensive study of some one phase of the field of psychology of special interest to the student. Open only to seniors having made a grade of B plus or above in course VI-301 or in VII-302 and upon approval by the instructor. Credits to be arranged. *Dean Higgins.*

***441S Mental Hygiene.** This course is designed to aid parents and teachers in understanding the principles of mental hygiene in children. Both the social and physical factors involved in personality development in childhood and adolescence are discussed. Although the course deals with abnormalities and behavior problems it also deals with the development of the normal child. 2 credits.

442S. Psychology of Speech. The physiological basis and genetic development of vocal expression in human development. 2 credits.

512S. Abnormal Psychology. A description and explanatory study of abnormal behavior, with special attention to the bases for this behavior and to the methods of overcoming and preventing its development. 2 credits

VII-302. Educational Psychology. [See Page 44.]

VII-452. Tests and Measurements. [See Page 46.]

B. *LALOPATHOLOGY*

421. Introduction to Clinical Technique. Designed for parents and teachers who wish to help their children or their students who are handicapped with speech defects. Prevention of speech defects, ways of making

*Not offered, 1939-'40.

recitations less embarrassing. Study of the different instruments and practice material used in local speech clinics and training in their use. A comparative study of different methods of correcting such speech defects as delayed speech, cluttering, foreign dialect, lisping, cleft-palate speech, and stuttering, and observation of their correction in local speech clinics in addition to classroom recitation. 2 credits. *Mr. Robbins.*

422. Introduction to Reading Disabilities. A study of the physiological and psychological bases for reading difficulties, methods of diagnosis and treatment. 1 credit. *Mr. Robbins.*

430. Clinical Practice. Open only to those who have taken Course VI-421 or its equivalent. Practical experience in correcting all types of speech disorders in local clinics under the supervision of the instructor. Each student will be required to write one complete and one abridged case history. Students can be accepted for more than one credit only to the capacity of the clinics. Credit hours to be arranged. *Mr. Robbins.*

430S. Clinical Practice. 2 credits. *Mr. Robbins.*

440. Drama as an Aid to Speech Rehabilitation. How to select and coach suitable plays for children of all ages who have speech defects which make them too self-conscious to speak in public. Students will be taught how to give speech defectives a sense of security in social situations by coaching them in pantomimes, skits, short plays, story telling and puppetry. 1 credit per semester. *Mrs. DuBuron.*

440S. Drama in Speech Rehabilitation. 2 credits. *Mrs. DuBuron.*

500. Speech Pathology. Required of all students who plan to enter the field of speech correction and open only to those who are taking Course VI-421 or who have had its equivalent. A knowledge of Phonetics and of Mental Hygiene is recommended. Classification of disorders of speech; causes of speech disorders; differential diagnosis of speech disorders; a comparative study of the most up-to-date methods of correcting all types of speech disorders—mutism, foreign dialect, lisping, stuttering,

aphasia, and speech disorders, which accompany diseases of the nervous system; organization of speech correction classes in public school systems. 1 credit per semester. *Mr. Robbins.*

500S. Speech Pathology. 2 credits. *Mr. Robbins.*

501S. Stuttering. Open only to students who have taken, or who are taking, Course VI-500. Comparison of the many theories that have been advanced concerning the cause of stuttering. A critical study of some thirty different methods employed to correct stuttering. Each student will be required to make a comprehensive study of his own personality with a view to discovering and overcoming those slight defects which he must help his students to overcome. 1 credit. *Mr. Robbins.*

502S. Aphasia and Allied Disorders. Open only to students who have taken, or who are taking, Course VI-500. A comparative study of the different theories which account for aphasia; symptoms of the different types of aphasia; diagnostic tests for aphasia; re-education of aphasics. 1 credit. *Mr. Robbins.*

503S. Defects of Voice. An advanced course open only to students who have passed Course VI-500 with grade of A or B, dealing primarily with the anatomy and physiology of all organs concerned with vocal production and voice quality; the neuromuscular basis of speech; the laws of music and physics which apply to the human voice; how shapes of cavities and hardness of surfaces change vowels and vocal quality; imitation vs. the physiological approach in teaching; classification of disorders of voice-quality; cause and correction of defects of voice quality. 2 credits.

504S. Social Case Work. Principles in social case work which apply to speech workers. Case histories, what to include and what to exclude; how to visit homes and schools without antagonizing parents and teachers; how to judge reliability of conflicting statements. 1 credit.

505S. Experimental Method in Speech Pathology. A critical study of several outstanding research experiments in the field of speech pathology; use of statistical

methods in making reports. Student will undertake independent research under supervision of the instructor. 2 credits.

510. Advanced Clinical Practice. Open only to students who have taken Course VI-430 and who receive the consent of the instructor to take this course. Practical experience in diagnosing and correcting all kinds of speech disorders in local speech clinics, and supervision of student teachers at clinics. Credit hours to be arranged. *Mr. Robbins.*

I-233. Phonetics. [See Page 25.]

I-234. Advanced Phonetics. [See Page 25.]

VII-310. Teaching Methods in Voice. [See Page 44.]

VII. Education

DEAN HIGGINS, PROFESSORS KENNEY, KAY, WILEY, ASSOCIATE PROFESSORS RIDDELL, SHAW, ASSISTANT PROFESSOR CONNOR, DR. HANSEN, MR. SHEFFIELD

301. Principles and Methods in Education. Objectives in education; the study of the curriculum. Examination of current educational movements. The recitation; program making; discipline; motivation; tests; teaching techniques. 3 credits. *Mr. Hansen.*

302. Educational Psychology. Open to those who have completed Course VI-301. The development of healthy emotional attitudes through mental hygiene. The child's innate capacities and their development. Individual differences, influences of heredity and environment on development, psychological testing and experimentation. Genetic and adolescent psychology. Retarded, abnormal and psychopathic child studies. 3 credits. *Dean Higgins.*

310. Teaching Methods in Voice. Emphasis on the application of the principles of vocal technique in practical voice building for the student of oral expression. How to approach the correction of the commonest faults and defects of speech in the classroom. Study of the problems of hesitancies in speech. The physiology of the vocal

organs. Reviews, written reports and discussions of current and standard writings on vocal methods. 1 credit per semester. *Mr. Kenney.*

340. Community Drama Supervision. The course in Community Drama includes one period of lecture work or class demonstration and three hours of laboratory work in neighborhood centers. The nature of the laboratory work will be determined by the ability and needs of each student. Survey of conditions in neighborhood and community centers. Study of methods of approach, club organization and development. Value of special plays, stories, oral dramatics and technique for use in Community Drama. Study of the technique of Community Drama and its application to camps, churches, schools, and neighborhood centers. Choice and adaptation of material, interpretation and production. 2 credits per semester. *Mrs. Kay.*

344. Teaching Methods in Interpretation. Theory course in the pedagogic principles of the Evolution of Expression. Aims and methods of teaching literary interpretation in grade and high schools. Organizing the course; lesson plans and course outlines. Observation and controlled practice teaching. Prerequisite, Course I-100, or permission of instructor. 3 credits. *Mr. Connor.*

***346. Teaching Methods in Speech.** Organization of fundamental courses for high school and college; preparation of the teacher; department organization; textbooks and aids in teaching. The various phases of instruction in speech, including public speaking, debating, interpretation and dramatics, together with the tools of speech, are correlated to meet the needs of secondary schools as well as colleges. 3 credits. *Mr. Shaw.*

346S. Teaching Methods in Speech. 2 credits.

402. History of Education. Educational theories and systems from antiquity to the present day; the principal educators of each period; the influence of social and political conditions on education; educational aims and values; themes. 3 credits. *Mr. Hansen.*

404. Teaching Methods in High School English. A comprehensive survey of materials and methods used in

*Not offered, 1939-'40.

teaching the high school course, and planning the curriculum in English. 3 credits. *Miss Wiley.*

*405. **History of Speech Education in the United States.** A survey of the history of speech education from Colonial days to the present time. Special attention will be given to the comparative methods of speech education as presented by outstanding teachers and schools of speech. 3 credits. *Mr. Shaw.*

410. **Teaching Methods in Physical Education.** The aim of this course is to give the student a general survey of the field of Physical Education, to discuss program planning, and to analyze movements. There is also some practice in teaching. 1 credit per semester. *Miss Riddell.*

420. **Practice Teaching in Secondary Schools.** Practice teaching is open only to seniors and to graduate students. Prerequisites are Courses Psy. 301, Educ. 301, Educ. 302, and a special methods course in the subject in which the practice teaching is done. Credits to be arranged. *Dean Higgins.*

440. **Advanced Community Drama Supervision.** Advanced study of the technique of Community Drama and its application to camps, churches, schools, and neighborhood centers. Special problems in play producing. Choice and adaptation of material. Production by the student director of one-act plays of different periods, styles and types. Organization of communities for masque or pageant production. Study of the masque, the pageant, and the festival in relation to the community development. Little Theater and Civic Theater productions. Study of folk plays. 2 credits per semester. *Mrs. Kay.*

452. **Tests and Measurements.** A study of intelligence, achievement and aptitude tests, their significance and use in classification, diagnosis and guidance. 2 credits. *Mr. Sheffield.*

452S. **Tests and Measurements.** 2 credits.

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*Not offered, 1939-'40.

VIII. Modern Languages

PROFESSOR PARKHURST, ASSISTANT PROFESSOR LEVILLAIN

A. *FRENCH*

100. Elementary French. Emphases: Reading; correct talking and thinking in French. (a) Reading for speed, pleasure, comprehension. About 200 pages of idiomatic French prose, with some poetry. Very little translation; much transposition and paraphrasing; study of synonyms. (b) Talking and thinking. Word-study and conversation. Poetry memorized. Paraphrases and simple resumés of work read, both oral and written. (c) Grammar: First semester, confined to that demanded by reading and paraphrasing; second semester, more constructive analysis of main principles. 3 credits per semester. *Mrs. Levillain.*

200. Intermediate French. Survey of French literature from its origins through the 17th century. Oral and written work based on extensive and intensive reading of selected authors. Class conducted in French. Continued study of constructive grammar. Lectures. 3 credits per semester. *Miss Parkhurst.*

300. French Drama. Development of the drama, with special reference to influences from, and on, other lands. Special study is also made of the schools of French literature. Reading, both intensive and extensive. Oral and written reports. Particular attention is given to style form, in writing; and to diction and "chant" in speech; further study of phonetics and grammar, for these purposes. Alternates with Course VIII-310. 3 credits per semester. *Miss Parkhurst.*

***310. French Literature of the 18th and 19th Centuries.** Special study of literary and sociological influences, and of literary schools. Reading, both intensive and extensive. Oral and written reports, lectures and discussions. As in VIII-300 particular attention is given to style, form and diction, with the study of phonetics and grammar demanded by such work. Alternates with Course VIII-300. 3 credits per semester. *Miss Parkhurst.*

*Not offered, 1939-'40.

400. Extensive French Reading. A careful, semi-research, seminar course in: (a) Contemporary French literature; (b) The French essayists from Montaigne to present day writers; or (c) Intensive consideration of the development of some particular form of French literature. The choice of field to be studied will depend upon the needs and background of the class. 3 credits per semester. *Miss Parkhurst.*

B. *ITALIAN*

***120. Elementary Italian.** Reading, talking, thinking in Italian. Much poetry read and memorized for comprehension and diction, with special attention to word-study and phonetics. Paraphrasing and transposition rather than translation. Simple grammar to cover needs. Offered alternate years. 3 credits per semester. *Miss Parkhurst.*

220. Intermediate Italian. Intensive study of grammar and diction, with oral and written work for form as well as for grammatical correctness. Rapid reading, with resumés and paraphrases, of selected works of such authors as D'Annunzio, Chiesa, deAmici, Pascoli, Goldoni. 3 credits per semester. *Miss Parkhurst.*

***320. Italian Literature.** A continuation of the work of Intermediate Italian but with a much wider literary scope; and with particular attention to the lives, styles and influences of the authors studied. 3 credits per semester.

***420. Italian Drama.** A seminar course on the Italian Drama, particularly in its influence on the various periods of the French Drama. 3 credits per semester.

C. *GERMAN*

140. Elementary German. Reading for speed, comprehension, pleasure. Paraphrasing and word-study rather than translating. Special attention to phonetics.

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*Not offered, 1939-'40.

Grammar: Regular verb-forms, modal auxiliaries, usual irregular verbs, all types of case forms and uses, simple principles of sentence formation. 3 credits per semester. *Miss Parkhurst.*

240. **Introduction to German Thought.** A study of German thought through German writings. Extensive and intensive reading of great German writers with consideration of their lives, literary styles and influences. Special attention given to style, form, diction and grammar in both oral and written reports. Class conducted in German. Lectures. 3 credits per semester. *Miss Parkhurst.*

340. **German Literature.** A general survey of German literature, with selections from representative authors, and study of their lives and works. Much outside collateral reading, with oral and written reports in class. 3 credits per semester. *Miss Parkhurst.*

*440. **Advanced German.** A seminar course. Special intensive study of the German drama, or the German novel, especially in relation to similar literature of other lands. 3 credits per semester.

IX. Philosophy and Religion

PROFESSORS GRAY-SMITH AND SOUTHWICK, DR. OSGOOD

102. **Characterology.** A study of ethical ideals. Classical theories of virtue. Principles of character rating. 1 credit. *Mr. Gray-Smith.*

*104. **Biblical History.** Biographical studies of key-persons in the Old and New Testaments. Their contributions to our common religious heritage. The lectures will be given by the ministers of the Back Bay churches. 2 credits. Directed by *Dr. Osgood.*

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*Not offered, 1939-'40.

201. Logic. Classification of terms, propositions, and the valid forms of syllogistic reasoning. Fallacies, with drill in their detection. The general method and the presuppositions of modern science. 3 credits. *Mr. Gray-Smith.*

202. Philosophy of the Christian Religion. Religion and science. The nature and function of religion. A brief survey of Christian origins and scriptures. Contemporary Christianity. 3 credits. *Mr. Gray-Smith.*

301. Ethics. History of the idea of the good; pleasure, social happiness, ideals, progress, self-realization. Moral problems of the modern world. Postulates of morality. 3 credits. *Mr. Gray-Smith.*

302. Aesthetics. The meaning of beauty. The aesthetic experience and its sundry types—tragic, comic, sublime, etc. The characteristics of the major arts—dance, architecture, sculpture, painting, poetry, music—and their inter-relation. 3 credits. *Mr. Gray-Smith.*

***303. Comparative Religions.** Study of the moving forces of the great religions of Egypt, Babylonia, India, China, Persia, Greece, Rome, Arabia, Palestine. The modern world in its attitude toward religious motives and meanings. 3 credits.

400. The Influence of Philosphy on Civilization. A summation of the service of philosophy to our lives. The idealism of Plato and the scientific mind of Aristotle. Significant formative influences in succeeding ages: religion of medieval thought; orientalism in the Renaissance; corrective value of Voltaire; novum organum of Bacon; educational influence of Herbert Spencer. 2 credits per semester. *Mrs. Southwick.*

***403. Introduction to Philosophy.** The reflective attitude and the motives stimulating it; the major issues that result, and the historic attempts of representative philosophers to meet them. 3 credits. *Mr. Gray-Smith.*

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*Not offered, 1939-'40.

Tuition Expenses

Tuition must be paid in advance on or before the registration day for each semester.[1] The college year is divided into two semesters of seventeen weeks each. Students are not allowed to enter classes until semester bills are paid.

TUITION

For Matriculated Students:[2]	
Semester tuition (for 17 credit hours, day courses.)	$180.00[3]
Additional credit hours above 17, per credit	10.50
For Non-matriculated Students:[2]	
Tuition, per semester hour	12.00
Evening Courses	
Tuition, per credit hour	$10.50 to 30.00
Summer Session	
Tuition, per credit hour	12.00

FEES AND CHARGES

Matriculation fee (at time of original entrance only)	$10.00[4]
Fee for late registration (after September 30.)	3.00
Special examinations, each	1.00
Diploma fee	10.00
Room deposit (Women's dormitory.)	10.00[5]

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[1]When this requirement would deny a worthy, reliable student the advantages of a college education, it is possible to arrange monthly payments for a carrying charge of one per cent. Such arrangements may be made only when the entire bill can be paid before the end of the semester, when financial responsibility is adequately guaranteed, and when written application is made at least one week before the opening of the semester.

[2]A matriculated student is one carrying ten or more credit hours per semester. A non-matriculated student is one carrying from one to nine credit hours per semester.

[3]From this fee there is a deduction of $10.50 per semester credit hour in the case of students carrying less than the 17 credit hours to which this semester tuition fee entitles them.

[4]The matriculation fee must accompany the application for admission. It is paid only once. This fee is refunded if the application for admission is not accepted, or in the case of a voluntary withdrawal before August 20th.

[5]This fee must accompany the request for a dormitory room reservation. It is applied to the bill for room and board for the first semester.

Residence Expenses

FOR WOMEN

Prices of room and board for the college year are $500, $550, $600 or $650. (Board is estimated at $7.00 per week.) The variation in rate is due to differences in the size and location of the rooms.

These charges include all expenses for furniture in the room, heat, light, and white muslin curtains and a pillow; but do not include couch covers, puffs, blankets, bed-linen, towels, laundry or lunches. There are lunch rooms near the college buildings where lunches may be purchased during the week at an average cost not exceeding $10 per month.

Every application for a dormitory reservation must be accompanied by a ten dollar ($10) deposit (see page 51); otherwise it will not be registered. If application is not accepted the amount of deposit will be refunded. This deposit is credited on the total dormitory payment. Applications will be filed in the order of their receipt. Assignments will be made during the month of May, but applications will be considered later if vacancies exist.

The student may enter the dormitory as early as the Friday before registration day as fixed by the college calendar. The first dinner will be served on that Friday night.

The dormitory will be closed during the Christmas and Spring vacations.

Board and room rent are payable by the semester in advance. Payment for each semester is due on the registration day for the semester.

Refunds for board will be made only in the case of illness extending over half a semester.

An applicant giving up a dormitory reservation later than August 20 will be held responsible for her reservation for the first semester, less allowances for board established in the college catalogue.

A student giving up a reservation after the opening of a semester will be held responsible for the payment of

room and board for the semester, less allowances for board established in the college catalogue. (See page 52.)

The reservation fee will be refunded to a student to whom an assignment has been made if notice of withdrawal reaches the college before August 20.

FOR MEN

Excellent rooms for men are available in good homes near the college. Prices for these rooms vary from $3.50 to $5.00 per week. A list of recommended rooming places may be had at the Dean's office.

Board for men may be had at varying prices in near-by restaurants and boarding clubs.

General Regulations

A definite educational purpose on the part of all students is assumed. The college traditions stand for moral responsibility and earnest co-operation. The regulations are few and fundamental. No student will be received who fails to submit satisfactory letters certifying to his moral character. Any student who neglects the work of his class, or who fails to comply with the regulations of the college, or whose presence and influence are considered harmful to the institution, may be excluded at any time. In case of required withdrawal, no tuition and dormitory fees will be refunded.

All women students, except those residing at home, and those working for room and board, will be required to live in the college residence unless special exception is allowed by the Dormitory Committee previous to the opening of the college year.

Tuition paid for instruction which a student, because of illness, has not received will stand to the credit of said student until he is able to return and re-enter the classes.

Students will be charged for all courses in which they have registered unless notice in writing is made to the Registrar's office. (See page 54.)

Written examinations and other tests of proficiency will be given in all departments during each semester.

The college offices are open every day during the year, Sundays and holidays excepted, at 9 a. m.

No students are permitted to take part in or visit classes other than those in which they are scheduled, except upon permission by the Dean.

Students who desire medical advice should apply to the Director of Physical Education or dormitory matron who will direct them to reliable doctors for consultation.

Conferences between the Dean and representatives chosen by the several classes and student organizations will be arranged each term, in order that matters of interest to the students may be brought formally or informally before the officers of the college for consideration, and the heartiest co-operation secured between the student body and the faculty. Nineteen organizations, including the student government association, classes, clubs, religious societies, sororities and a fraternity, contribute to the student life of the college.

Parents and friends are cordially welcomed as visitors to the college at any time.

Students who are obliged to withdraw before the end of the eleventh week of the semester may, on the approval of the Dean and the Treasurer of the College, receive a partial refund of the tuition fee paid. After deducting the matriculation fee and cost of materials used in laboratory work, the refund may be made according to this schedule:

Withdrawal notice filed and approved within	*Refund*
Two weeks	80 per cent.
Four weeks	60 per cent.
Seven weeks	40 per cent.
Eleven weeks	20 per cent.
After eleven weeks	No refund.

To qualify for a refund, the student must file in the Dean's office a written notice of his intention to withdraw at least five days in advance of the date of withdrawal, stating the reason why such withdrawal is necessary.

Attendance

Students are expected to be prompt and regular in attendance at all classes. A record of attendance is kept as a part of the student's permanent record. Overcuts in a course necessitate an F grade in that course. In case of total semester absences in excess of 17 for a 17 credit hour program, an additional credit hour is added to the graduation requirements.

Students on probation are allowed no absences from class except for certified illness.

In case of prolonged absence due to illness a conference should be arranged with the Dean immediately upon return to classes. Every possible adjustment will be made to permit the student to make up the time lost and reenter his courses without loss of credit, subject to whatever fees may be required for make-up examinations.

Probationary Standing

Any student whose semester average falls below C or 75% is placed on probation and his program of studies reduced for the following semester to a maximum of 15 semester points. As soon as the student is removed from probation, he may resume the normal schedule. Students on probation are not allowed full social activities or any absences from classes.

Dean's List

Any matriculated student is eligible for the Dean's List whether classified as Freshman, Sophomore, Junior, Senior, or Special. To be placed on this list, it is necessary to earn a semester average of B plus or 88% and to be specially recommended by officers of the Student Government Association for a high record in student activities, school spirit, general trustworthiness and responsibility.

Graduation Honors

Graduation honors are awarded to Seniors who have attained an average of 88% covering their entire course of study. Highest honors are conferred upon Seniors whose general average has been 92% covering their entire course of study. These honors are awarded at Commencement.

Placement Bureau

Students often ask if the College can guarantee them a position when they graduate. No college can honestly make such a guarantee.

Because of the Emerson graduate's development in personality, his ability in expression, and his cultural background, he is usually better fitted to compete in modern business and professional life than the graduate from the more conventional academic course.

Recently the College made a survey of the careers followed by its graduates. There follows a list of the principal fields included at that time. The student should keep in mind that this compilation does not include all the possibilities open today, as a growing appreciation of the value of effective speech training is constantly creating new opportunities.

What Emerson Graduates Are Doing

Teaching
English
Oral English
Dramatics
Public Speaking
Radio
Debate
Diction
Physical Education
Correction of Speech Disorders
History
Psychology
Education
Languages

School Executive Work
Deans of Boys
Deans of Girls
Vocational Advisers
Presidents and Principals

Professional Stage Work
Acting
Directing

Stock Companies
Theater Publicity

Little Theater Work
Civic Theaters
Community Players
Children's Theaters
Producing Companies
Puppet Shows
as:
Directors
Actors
Technical Directors

Moving Picture Work
Writers of Continuity
Special Teachers of Voice and Articulation
Directing
Coaching
Acting

Costume Designing
Little Theaters
Community Centers

Radio Work
Announcing
Broadcasting
Advertising
Continuity Writing
Publicity
Studio Hostess

Public Entertainment
Community Forums
Clubs
Conventions
School Assemblies
Lyceums
Booking Representatives

Private Studio Teaching
Expression
Speech Correction
Effective Speaking
Public Reading
Kindergarten

Community Service Work
Settlement Work
Boys and Girls Clubs
Religious Drama
Y.M.C.A. and Y.W.C.A.
Red Cross
Service Organizations

Social Activity Direction
Hospitals
Hotels
Camps

Corporation Service
Lecturers
Teachers
Entertainment Directors

Municipal Recreation Work
Playgrounds
Municipal Dramatics

Journalistic Work
Editors
Reporters
Dramatic Critics
Special Writers

Writing
Poetry
Plays
Short Stories

Health

The Department of Physical Education functions to protect and improve the health of students throughout the entire course as well as to give instruction in the knowledge and development of the human body.

Physical training classes are held in a fully equipped, modern gymnasium.

Medical and physical examinations are given to every student at intervals during the four years. Such examinations serve to discover any defects which may be injuring the student's health, and expert advice is given as to proper care. Emphasis is placed on correct posture as the basis of good health, and corrective exercises are given in the gymnasium courses.

The study of body mechanics and problems of hygiene, required of all Freshmen women, helps the student to better understand her own body; and the various courses in dancing and gymnasium are aids to grace and vigor. The health report forms part of the student's permanent record.

Library

The Emerson College Library aims to provide books for study, supplementary to the individual texts adopted for the various courses, and also books for recreational reading. It is both a reference and a loan Library, with direct access to the shelves, and is in charge of a trained librarian. Library hours are Monday to Friday from 9 to 5, and Saturday from 9 to 1.

The library has had many generous donations. Chief among these are the Walter Bradley Tripp Collection of nearly one thousand volumes specializing in drama and other literature; the Henry Lawrence Southwick Loan Collection, specializing in the speech arts; and the George Brinton Beal Theater Collection of over one thousand volumes on the stage, including dramatic history and criticism. The Beal collection is now kept as a unit in the Browsing Room. The Charles Winslow Kidder Collection is a recent accession.

Early in the fall, the librarian instructs the Freshmen in the use of the College Library. She also conducts them through the Boston Public Library, showing them how to use the catalogue, reference and other departments. The Public Library contains more than a million volumes and, since it is situated only a few blocks away, its resources are easily accessible to Emerson students.

Student Activities

Nineteen student organizations contribute to the student life of Emerson College. They include, besides the general Student Government Association and the four classes, six clubs, three religious societies, four sororities and a fraternity.

Aside from the wealth of social, professional and religious activities at Emerson, the students participate frequently in these activities in the other colleges and universities in this great educational center.

Devotional exercises are held regularly during the college year in the Leslie Lindsey Memorial Chapel, under the supervision of the College chaplains. Prominent clergymen of Boston are invited to address the students at these services. Carol singing and a Nativity Play celebrate the Christmas season.

Southwick Recital Course

In order to afford the students of Emerson College, as well as the Boston public generally, an opportunity to hear great dramatic masterpieces read by outstanding interpreters of dramatic literature, Dr. Henry Lawrence Southwick founded, in 1900, the Southwick Recital Course. This course, the first of its kind in Boston, has continued in unbroken succession for thirty-nine years. In order to stimulate and assist students of dramatic interpretation, proceeds from the course are offered as the Southwick Recital Scholarship. This is conferred, when and if merited, upon a member of the student body whose

public work warrants recognition. During the past season the following programs were presented:

White House Portraits ..... *Margaret Payson Blish*
Romeo and Juliet ..... *Joseph E. Connor*
The Masque of Kings ..... *Grover C. Shaw*

Public Dramatic Productions

In addition to the plays presented weekly for class analysis in the drama study courses, the following plays and pantomimes have been presented by the Public Productions Committee during the past year to general public audiences. The plays have been chosen to offer as wide a variety as possible in acting techniques, and in scenic and costuming problems.

Full length plays: *Will Shakespeare,* Clarence Dane; *Trelawney of the Wells,* Arthur Wing Pinero; *The Liars,* Henry Arthur Jones; *Prunella,* Granville Barker and Laurence Houseman; *Damsel in Distress,* Ian Hay and P. G. Wodehouse; and scenes from the following plays: *I Have Five Daughters,* Margaret McNamara; *La Malquerida,* Jacinto Benavente; *Miss Black Sheep,* Brenda Girvin; *Green Grow the Lilacs,* Lynn Riggs.

One act plays: *Wolves,* J. J. Bell; *Glass Houses,* Harold Agg; *Mystery Cottage,* Bernard Merrivale; *That Fell Arrest,* Lesbia Scott; *If the Shoe Pinches,* Babette Hughes; *Not This Man,* Sidney Box; *The Stoics,* Harold Agg, *Experiment,* May Parkington; *Surprise in the Portico,* F. Sladen Smith; *Object All Sublime,* Frederick Ferris; *Love Never Changes,* Colin Clements and Florence Ryerson; *The Bond Between,* Mae Hurley Barry; *Family Album,* Noel Coward; *Fine Feathers,* Colin Clements and Florence Ryerson; *The Wish Shop,* Harold Brigham; *Red and Yellow,* Roberta Shannon; *World Without Men,* G. Phillip Johnson; *So White the Flower,* Roberta Sheridan; *The Mystery Gift,* Grace Sorensen.

Pantomimes: *Apache, The Return of Captain Kidd, In a Royal Garden,* by members of the Sophomore Class; *Harlequinade* (adapted), *Pierrot Matchmaker,* by Adele Dowling Levillain.

Emerson Publications

The *Emerson Quarterly* is a professional magazine devoted to the interests of teachers of oral subjects. It brings discussion and descriptions of what is happening in the field of speech and reviews of newest texts. Those interested in dramatics, stagecraft, public speaking, dancing, poetry, diction or literary interpretation will find in the *Quarterly* informative and helpful articles from leaders in these fields. Four numbers are issued during each colleg year. Subscription $1.00.

The *Alumni Bulletin* chronicles the activities of Emerson graduates. Free to graduates of the College.

The *Emerson College News* records the various student activities. Free to students, graduates and friends of the College.

Location and Buildings

In 1933 the college moved into its present administration and classroom buildings at Beacon and Berkeley Streets, overlooking the Charles River and the Esplanade. Among the important features of these buildings are an enlarged college library, a sound-proof radio broadcasting studio, a dance studio, scenery and costume workshops.

The college buildings are within easy walking distance of the Emerson Residence for Women, which is located at 373 Commonwealth Avenue, in one of the best residential sections of the Back Bay. All women students, except those residing at home or working for room and board, are required to live in the Residence unless special exception is made by the Dormitory Committee previous to the beginning of the scholastic year.

The administration and classroom buildings are easily accessible from all railroads leading into the city and to subway connections. Within a short distance of the Public Gardens, the Museum of Fine Arts, theaters and Opera House, Symphony Hall, and the Public Library, the college is in the cultural center of Boston. The earnest student will find a liberal education in the literary, historic, and artistic advantages offered by Boston.

Summer Session, 1939

July 5—August 11

ASSOCIATE PROFESSOR GROVER SHAW, DIRECTOR

The summer session is designed to serve teachers, college graduates and students, parents and other adults who wish training, either elementary or advanced, in drama, the correction of speech disorders, radio, public speaking and interpretation. Anyone interested is invited to write to the Director of the Summer Session for the special summer session catalog.

These courses are available during the 1939 summer session:

General Courses In Speech Education

Principles of Literary Interpretation.	Sp.	100S.
Vocal Technique.	Sp.	120S.
Modern Techniques in Public Speaking.	Sp.	143S.
Oral Reading of Modern Poetry.	Sp.	204S.
Choral Verse Speaking.	Sp.	223S.
Influencing Behavior Through Speech.	Sp.	443S.
Seminar in the Popular Lecture.	Sp.	501S.
Teaching Methods in Speech.	Ed.	346S.

SPECIAL COURSES IN RADIO

The Radio Voice.	Sp.	160B.
Radio Address—The Technique of Broadcasting.	Sp.	362S.
Radio Dramatic Techniques.	Dr.	370
Radio Play Writing.	Dr.	170

SPECIAL COURSES IN DRAMA

History of Costume.	Dr.	130S.
Summer Apprentice Group, (Public Presentation in a Boston theater of two full length plays. All classes held on stage.	Dr.	204S.
Pageantry.	Dr.	401S.
Advanced Play Production.	Dr.	501S.

CORRECTION OF SPEECH DISORDERS

Phonetics.	Sp.	233S.
Introduction to Clinical Technique	Psy.	421S.
Clinical Practice in Speech Correction	Psy.	430S.
Child Psychology.	Psy.	441S.
Speech Pathology.	Psy.	500S.
Stuttering.	Psy.	501S.
Defects of Voice.	Psy.	503S.

Saturday and Evening Courses

Both elementary and advanced courses are available on late afternoons, evenings and on Saturday mornings. Persons interested in courses at those times should write to the Director of Evening Courses for the special bulletin of evening and Saturday courses.

Scholarships and Prizes

(With awards for 1938-'39)

The Charles Wesley Emerson and Susie Rogers Emerson Scholarship, established from the estate of Mrs. Charles Wesley Emerson in memory of her husband, the founder of Emerson College. (Flora Wing, Bingham, Maine; Barbara Goodwin, Chelmsford, Mass.)

The Charles Winslow Kidder Scholarship, established by Mrs. Charles Winslow Kidder in memory of her husband who was for twenty-five years Registrar of Emerson College. (Priscilla Guenette, Salem, Mass.)

The Proctor Scholarship, established by Lydia Ellen Phoenix, '91. (Dorothea Barwick, Providence, R. I.)

The Southwick Recital Scholarship, established by Dr. Henry Lawrence Southwick from the proceeds of the Southwick Recital Course which was founded by him in 1900. This scholarship is awarded, when and if merited, for excellence in public dramatic interpretation. (Maxine Cummings, Old Orchard Beach, Maine.)

The Chinese Friendship Scholarship, established by vote of the Board of Trustees to promote friendship and understanding between the students of this country and of China. (Not awarded, 1938.)

The Issacher Hoopes Eldridge Citation, with or without stipend, established in memory of Issacher Hoopes Eldridge, for nineteen years Treasurer of Emerson College, and awarded for character and service. (Jessie Royer Greaves, King-of-Prussia, Penn.)

The High School Contest Scholarship, established by vote of the Trustees and offered to the winner of an inter-high school public speaking or dramatic contest in which three or more high schools participate. To qualify for this award the student must graduate in the upper half of his graduating class. The Contest Scholarship not only indicates superior ability in speech but also entitles its recipient to a credit of one hundred dollars toward the tuition costs of his first year at Emerson College. It is available only to students working toward the B.L.I. or A.B. degree. (Frances Johnson, Weldon, S. C.; Clarice Parsons, Paris, Maine; Ella-Irene Siegle, Fitchburg, Mass.; Dulcy Weiss, Norristown, Pennsylvania.)

The Henry Lawrence Southwick Scholarship, established by Dr. Henry Lawrence Southwick in his lifetime and awarded to a young man student for character, loyalty, and constructive influence. (David Crockett, Westerly, R. I.)

The Phi Mu Gamma Scholarship, established by the Phi Mu Gamma sorority and awarded to a member of the Senior class. (Not awarded, 1938.)

The Walter Bradley Tripp Memorial Scholarship, established by the Menorah Society in memory of Walter Bradley Tripp, for twenty-five years a member of the faculty of Emerson College. (Evelyn Bergman, Mattapan, Mass.)

The Alumni Club Scholarships are awarded by approved alumni clubs (see pages 71-73) to properly qualified candidates from their districts. They are available to students with superior ability in some phase of speech, who graduate in the upper half of their graduating class, and who expect to become candidates for the B.L.I. or

A.B. degree at Emerson College. The Alumni Club Scholarship is an indication of superior ability in speech and entitles its recipient to a credit of one hundred eighty dollars toward the tuition cost of his first year at Emerson College. (Geraldine Ledwith, West Hartford, Conn.; Virginia Lee Mansell, Bradford, Penn.; Jacquelyn Maull, Hempstead, New York; Ruth McDevitt, Medford, Mass.; Dorothy Shelton, Pittsfield, Mass.; Jane Smiley, Altoona, Penn.; Doris-Ann Wait, Saratoga, N. Y.)

The President's Prize, established by President Harry Seymour Ross, awarded to a member of the graduating class who "in character, personality, and quality squares with the Emerson ideal." (William Spink, Greenville, R. I.)

The Community Drama Prize, established by Mrs. Gertrude Binley Kay for excellence and leadership in community service. (Not awarded, 1938.)

The Emerson Posture Ribbon, established by Miss Elsie Riddell and awarded to a member of the student body whose improvement in general posture and carriage is most marked. (Elizabeth Colarusso, Hudson, N. Y.)

The honor of May Queen is conferred by vote of the faculty and the Student Government Association on a member of the Junior Class according to the Old English tradition of "ladyhood." (Helen Hughes, Houlton, Maine.)

History of the College

The history of Emerson College, now in its sixtieth scholastic year, is largely the history of a revolutionary idea. Its founder, Dr. Charles Wesley Emerson, an educator many years ahead of his time, set forth as his aim the education of the individual through the power of self-expression. He changed the study of oratory from technical formalism to imaginative artistry. Moreover, he developed a system of expressional pedagogy which equipped his students to teach the ideals and objectives of personal expression, whether oratoric, dramatic, or interpretative. The power of the human being to de-

velop through self-expression, through cultivation of the creative instinct, was not as generally accepted then as now. Programs of speech education, in which such rapid progress has been made during the last two decades, are, however, to a great extent the outgrowth of the pioneer principles laid down by Dr. Emerson and followed by the college to this day.

The institution was founded by Dr. Emerson in 1880. In 1889 Henry Lawrence Southwick became associated with Dr. Emerson in the direction of the institution. In 1900 he was joined in the management of the school by Jessie Eldridge Southwick, noted reader, and William Howland Kenney, who for over a quarter of a century has been acknowledged to be one of the outstanding teachers of voice improvement in the United States. In 1908 Harry Seymour Ross became the dean of the institution. Under this management the school was administered with a single eye toward the building of a permanent institution of collegiate grade.

During the ensuing years college standards of admission and graduation were established, the four-year course introduced, the faculty of instruction enlarged and strengthened, the curriculum greatly enriched, and the physical equipment augmented. In recognition of this sound scholastic growth, and upon recommendation of the Massachusetts Board of Education, a special act was passed by the Massachusetts Legislature in 1919 giving Emerson the right to confer the Bachelor of Literary Interpretation degree.

In April, 1936, the Massachusetts Legislature authorized also the granting of the Bachelor of Arts degree.

In May, 1930 most of the present trustees were elected from leaders in civic, educational, legal, financial and religious fields. This board of trustees has control of the educational and financial policies of the school.

Four distinguished educators, all able exponents of the art of speech, have served as presidents of Emerson during the half century of its growth from a private professional school to a college offering both undergraduate and graduate instruction. After Dr. Emerson retired, in 1903, the

noted Shakespearean scholar and editor, Dr. William J. Rolfe, became the second president. Dr. Rolfe was succeeded, in 1908, by the late Dr. Henry Lawrence Southwick, teacher, orator, lecturer, and widely known as a Shakespearean interpreter. Upon the death of Dr. Henry Lawrence Southwick in 1932, he was succeeded by the present president, Harry Seymour Ross, who for 25 years had been the dean of the college.

For sixty years Emerson College has trained and equipped for worthy and successful living hundreds of young men and women from all over the United States and from foreign countries.

The Emerson Ideal

"For of the soule the bodie forme doth take;
For soule is forme, and doth the bodie make."

Edmund Spenser

The Emerson Ideal is based upon the belief that education is not of the intellect alone but of the whole personality, including the emotional, imaginative, and moral life. To achieve this end, no area of human culture is more directly effective than a study of the arts and the humanities. Without disparaging the place of the physical sciences in a comprehensive program of general information, Emerson believes that higher education in the United States has suffered much through not cultivating the "soule" that "doth the bodie make." Formal education has often restricted creative or expressive abilities. Designed to prepare for richer and more useful living, it has failed to improve personality and usefulness, to enlarge appreciation of the good, the true, and the beautiful, or to produce a culture which Matthew Arnold declares takes its origin in curiosity and ends in love of perfection.

Emerson College has therefore instituted a plan of study leading to the degree of Bachelor of Arts which omits the laboratory sciences in favor of an increased emphasis upon

the principles of art, especially as shown in literature, drama, and speech. With appreciation of the fine arts implicit in the Emerson tradition, the college seeks to provide a rich background in those departments of knowledge which have a clearly demonstrable relation to its central idea—in languages, history, philosophy, and morals.

The highly individualistic spirit of the institution has avoided in the past an over-formalized and over-standardized pattern and also has, in looking forward, allowed for and anticipated coming social needs. Emerson plans to equip the graduate to become a useful citizen by including in his program of education in the arts and humanities the practical training which will enable him to make his particular art-aptitude a profession.

Emerson today is unique in its appeal to those who wish education in a broad philosophy of art and the personal culture incidental to such training. It offers further a course of general education with strong emphasis on the development of latent creative or expressive impulses. In a materialistic society the Emerson Plan attempts to preserve the humanizing influences of our classic heritage in literature, art, and religion.

Endowments and Funds

Loyal and generous friends and alumni of Emerson College are constantly adding to its invested funds. These funds are held for the general purposes of the college or for special purposes indicated by donors, and are classified as follows:

UNRESTRICTED ENDOWMENT FUNDS

The principal of these funds is invested and the income is available for any needed purpose of the college as voted from time to time by the Finance Committee of the Trustees. Among such funds are:

Entertainment Service and Commission Contribution Fund.

Founder's Day Fund.

All gifts to the permanent funds of the college will be carried as unrestricted endowment funds unless the terms of the gifts indicate that they should be entered in some other category.

GENERAL ENDOWMENT FUNDS

The principal of these funds is permanently invested and the income is available for any needed purpose of the college as voted from time to time by the Trustees; any income unappropriated in any year to be added to the principal. Such a fund is the

Hallie Gelbart Reynolds Bequest.

BUILDING FUNDS

Both principal and income are invested and accumulated, and the funds are used only for the purchase or other capital expenses (but not for maintenance) of college buildings or real estate. Among such funds are:

Endowment Association Building Fund.

William E. Chase Fund.

D. C. Trondsen Fund.

Jessie Eldridge Southwick Fund.

As the need for an additional auditorium of larger size became apparent in 1938 and in celebration of the President's seventieth birthday there was started the Harry Seymour Ross Fund, a greater portion of which has been designated for use in the construction of a theatre.

SPECIAL ENDOWMENT FUNDS

Unless otherwise provided, the principal of special endowment funds is to be permanently invested and the income is to be used as directed by the donors, or if not used is to be added to the principal.

The Lucille Hicks Loan Fund.

For loans to assist worthy students.

The Alice White DeVol Fund.

For purchase of books for library, or payment of other expenses necessarily incident to the maintenance of the college library.

Devise and Bequests

For the convenience of any who may wish to make a bequest to Emerson College of Oratory, the following form of bequest to be inserted in a will is suggested.

I give and devise to Emerson College of Oratory, Boston, Massachusetts, the following real estate:

(Here give description of real estate)

I give and bequeath to Emerson College of Oratory, the sum of.....dollars to be paid by my executor in.....months after my decease.

NOTE. All wills must be executed according to the formalities of the several States in which they are drawn. These should be ascertained at the time of the making of the will.

Alumni Association

Joseph E. Connor, '21, *President*

Jessie E. Southwick, '85, *Vice-President*

Ruth Colby, '38, *Secretary-Treasurer*

Executive Committee

Helena Cook Beale, '25 Mary Winn Bullock, '16

Jane Holland, '31

The Emerson College Alumni Association was formed in 1889. It laid the foundation of an endowment fund, secured the publication of a magazine, and in various ways has helped to extend the influence of the College. Association meetings, with reception and banquet, are held in Boston each year in connection with the graduation exercises.

Alumni Clubs

Local alumni clubs have been organized in various sections of the country. Regular meetings are held, and all former students in the vicinity are urged to attend. The addresses of two members of each organization are given to aid any who seek information concerning the club or the college. In order of formation the clubs are:—

1. *Emerson College Club of Hartford*
   Miss Pauline Phelps, Simsbury, Conn.
   Miss Grace Garvin, 65A Webster St., Hartford, Ct.
2. *Emerson College Club of Boston*
   Mrs. Mary Winn Bullock, 808 Commonwealth Ave., Newton Center, Mass.
   Mrs. Ethel Currie O'Dell, 57 Hyde St., Newton Center, Mass.
3. *Emerson College Club of New York*
   Mrs. Dorothy Valieant MacLean, 33 Woodruff Ave., Brooklyn, New York.
   Mrs. Beth Moir Leslie, 400 E. 52nd St., New York, N. Y.
4. *Emerson College Club of Rhode Island*
   Mr. John LaCroix, 42 Landor St., Providence, R. I.
   Miss Mary Higgins, 386 Mt. Pleasant Avenue, Providence, R. I.
5. *Emerson College Club of Los Angeles*
   Mrs. Blanche Williams Urick, 2031 Dracina Drive, Los Angeles, Calif.
   Miss Annie M. Morse, 117 South Madison Ave., Pasadena, Calif.
6. *Emerson College Club of Worcester*
   Mrs. Bertha McDonough Melick, 8 Roseland Terrace, Worcester, Mass.
   Mrs. Meta Bennett Wade, Worcester Academy, Worcester, Mass.
7. *Emerson College Club of Detroit*
   Mrs. Toba Berman Smokler, 11534 Byron Ave., Detroit, Michigan.
   Mrs. Elsie Stuart Crandall, 900 Taylor Avenue, Detroit, Mich.
8. *Emerson College Club of Albany*
   Mrs. Ruth Parker DeNagy, Delmar, New York.
   Mrs. Esther Bookheim Isenbergh, 30 North Pine Ave., Albany, N. Y.
9. *Emerson College Club of Philadelphia*
   Mrs. Lois Dow McLaughlin, 818 Childs Ave., Drexel Hill, Pa.
   Miss Ethel Duncan, Girard College, Philadelphia.
10. *Emerson College Club of St. Louis*
    Mrs. Zitella Ebert Bass, 4651 Lindell Blvd., St. Louis, Mo.
    Miss Eva Felker, 6820 Delmar Blvd., University City, Mo.

11. *Emerson College Club of Southern Maine*
    Mrs. Eulalie Bradstreet Loveland, 114 Pine St., Portland, Maine.
    Mrs. Mildred Rolfe Walker, 658 Riverside St., Portland, Maine.
12. *Emerson College Club of Washington, D. C.*
    Mrs. Miriam Kempton Evans, 3639 Warren St., N. W., Washington, D. C.
    Mrs. Imogene Hogle Putnam, 3208 Highland Place, N. W., Washington, D. C.
13. *Emerson College Club of New Haven*
    Mrs. Edith Norris Cuny, 388 Washington Ave., West Haven, Conn.
    Miss Dolorita Genevieve Sullivan, 97 Sherman Ave., New Haven, Conn.
14. *Emerson College Club of Central New York*
    Miss Ione Robertson, 215 W. Peterford St., Canastota, N. Y.
    Mrs. Ruth Campbell Wilber, 314 Burnet Park Drive, Syracuse, N. Y.
15. *Emerson College Club of Northeastern Pennsylvania*
    Mrs. Zara Culp Bishop, Wyoming Seminary, Kingston, Pa.
    Miss Irma Baker, 117 Gibson Street, Jermyn, Pa.
16. *Emerson College Club of Pittsburgh*
    Mrs. Elizabeth Darnell Clausen, 4425 Schenley Farms Terrace, Pittsburgh, Pa.
    Mrs. Marietta Whittemore Bartlett, 1801 Ardmore Blvd., Forest Hills, Wilkinsburg, Pa.
17. *Emerson College Club of Cleveland*
    Mrs. Sarah Hunter Whelpley, 1392 Webb Road, Lakewood, Ohio.
    Miss LaVerne Scheid, 1831 Midland Bldg., Cleveland, Ohio.
18. *Emerson College Club of Kansas City*
    Mrs. Ernest Embry Bradfield, 222 W. Seventieth St., Kansas City, Mo.
    Mrs. Myrl Rodney Remley, Liberty, Mo.
19. *Emerson College Club of Dallas*
    Mrs. Mildred Lively, 2317 Garrett St., Dallas, Texas.
    Miss Margaret Crozier, 1007 Wayne Street, Dallas, Texas.
20. *Emerson College Club of Rochester*
    Miss Lynette Martin, 93 Monica St., Rochester, N. Y.
    Mrs. Millicent Storms Storer, 25 Dickinson St., Rochester, N. Y.
21. *Emerson College Club of Central New Jersey*
    Mrs. Janice Wightman Spencer, 262 Monmouth St., Hightstown, N. J.
    Mr. J. Walter Reeves, Peddie Institute, Hightstown, N. J.
22. *Emerson College Club of Northern New Jersey*

Mrs. Frances Brinkerhoff Bostelmann, Indian Lake, Denville, N. J.
Miss Rosaria Williams, 409 Grier Ave., Elizabeth, N. J.

23. *Emerson College Club of Buffalo*
Miss Jessie Richardson, 542 Fifth St., Niagara Falls, N. Y.
Mrs. Mildred Cyphers Ey, 130 Lafayette Ave., Buffalo, N. Y.

24. *Emerson College Club of Erie*
Mrs. Isabel Goheen Brandenstein, 527 Rankin Ave., Lawrence Park, Erie, Pa.
Miss Marie Demuling, 2720 Parade Ave., Erie, Pa.

25. *Emerson College Club of Kingston*
Miss Marion Byrne, 36 Van Buren St., Kingston, N. Y.
Mrs. Ann Herzog Olson, 171 Wall St., Kingston, N. Y.

26. *Emerson College Club of Danville*
Miss Elizabeth Otwell, Averett College, Danville, Va.
Mrs. Edna Fisher Parker, 274 Howland Circle, Danville, Va.

27. *Emerson College Club of Georgia*
Miss Carolyn Vance, Holman Hotel, Athens, Ga.
Mrs. Mary Lang Cheves, 3261 Peachtree St., Atlanta, Ga.

28. *Emerson College Club of Pittsfield*
Miss Vera Page, 82 Strong Ave., Pittsfield, Mass.
Mrs. Ruth Van Buren Damon, Beverly St., Pittsfield, Mass.

29. *Emerson College Club of Bangor*
Evelyn Haney, 176 Ohio St., Bangor, Maine.
Rosemary Allen Burns, 255 Silver Rd., Bangor, Maine.

Enrollment

For the school year of 1938-'39 students enrolled at Emerson College from Canada, Japan, and from these states in the United States: Alabama, Connecticut, Kentucky, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Texas, and Virginia. The students were classified as follows:

Freshmen	42
Sophomores	44
Juniors	41
Seniors	34
Special Students	25
Evening Classes	140
Summer Session (1938)	40
Auditors	6
Total	372

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